

**TABLE OF  
CONTENTS**

**SECTION 1. GENERAL  
INFORMATION**

[1.1 IS CALENDAR, 2005-2006](#)

[1.2 IS ADMINISTRATION](#)

[1.3 PROGRAMS SPONSORED BY  
THE DEPARTMENT](#)

[1.4 IS FACILITIES AND  
RESOURCES](#)

[1.5 CAMPUS FACILITIES AND  
RESOURCES](#)

[1.6 STUDENT SUPPORT/SERVICES](#)

[1.7 OTHER STUDENT FACILITIES](#)

[1.8 COMMUNICATION](#)

[1.9 ESSENTIAL IS AND  
UNIVERSITY POLICIES AND  
PROCEDURES](#)

[1.10 PROGRAMMATIC  
INFORMATION RELEVANT TO ALL  
IS STUDENTS](#)

[1.11 OPPORTUNITIES FOR  
PUBLICATION](#)

[1.12 COMMENCEMENT](#)

**SECTION 2. THE  
UNDERGRADUATE PROGRAM**

**SECTION 3. THE MLIS  
PROGRAMS**

[3.1 COOPERATIVE DEGREE  
PROGRAMS](#)

[3.2 COURSES](#)

[3.3 COURSE OPTIONS](#)

[3.4 FACULTY ADVISOR](#)

[3.5 SPECIALIZATION AREAS](#)

[3.6 CORE COURSES](#)

[3.7 THE THESIS OPTION \(Plan 1\)](#)

[3.8 THE PORTFOLIO ASSESSMENT  
\(Plan 2\)](#)

[3.9 DISQUALIFICATION AND  
APPEAL OF DISQUALIFICATION](#)

**SECTION 4. THE  
INTERDEPARTMENTAL DEGREE**

[ [IS Home](#) | [IS Students](#) ]

**STUDENT HANDBOOK**

**2005-2006**

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Graduate School of Education & Information Studies

University of California, Los Angeles

**PREFACE**

This Student Handbook has been prepared to provide a readily available summary of information from a variety of sources.

The School's Announcement. Provides descriptions of academic programs and courses offered; includes faculty profiles. Currently being updated.

UCLA General Catalog. Annual. Provides overview of Graduate Division policies; includes descriptions of academic programs in UCLA departments and schools and courses offered. Available for purchase from ASUCLA student stores; reference copies available in the Lab and Student Services. Electronically available at <http://www.registrar.ucla.edu/catalog/>

GSE&IS Administrative Manual. Updated periodically. Includes IS policies. Reference copies available in the Dean's Suite.

UCLA Schedule of Classes. Quarterly. Lists deadlines for payment of fees, enrollment in classes, submission of University petitions; lists days, times, rooms of courses offered and any restrictions on enrollment. Electronically available at <http://www.registrar.ucla.edu/schedules/>

Standards and Procedures for Graduate Study at UCLA. Contains policies applicable to graduate students. Electronically available at <http://www.gdnet.ucla.edu>

Program Requirements for UCLA Graduate Degrees. Provides official description of graduate degree programs. Electronically available at <http://www.gdnet.ucla.edu>

Regulations for Thesis and Dissertation Preparation. Available from the Thesis and Dissertation Advisor (330 Powell Library) or from Student and Academic Affairs Office (Graduate Division in Murphy Hall, Room 1255). Electronically available at <http://www.gdnet.ucla.edu>

UCLA Faculty Handbook & Resource Guide (2002). "The Faculty Code of Conduct as Approved by the Assembly of the Academic Senate" (Code of Professional Rights, Responsibilities, and Conduct of University Faculty, and University Disciplinary Procedures). Available online at <http://www.apo.ucla.edu/facultyhandbook/9.htm>

Graduate Student Support for Entering Students and Graduate Student Support for Continuing Students. Published by the Academic Support and Information Service Section of the Graduate Division and available in the Graduate Student Support Office or in the Student Services area. Electronically available at <http://www.gdnet.ucla.edu>

Policies and Procedures for Academic Apprentice Personnel. Published by the Graduate Division, available in the Administrative Office (Room 254). Electronically available at <http://www.gdnet.ucla.edu>.

[PROGRAM \(MIAS\)](#)[SECTION 5. THE POST MLIS CERTIFICATE OF SPECIALIZATION](#)[SECTION 6. THE DOCTORAL PROGRAM](#)[6.1 GENERAL DESCRIPTION](#)[6.2 SPECIALIZATION AREAS](#)[6.3 THE DOCTORAL PROGRAM COMMITTEE](#)[6.4 STAGES IN THE DOCTORAL PROGRAM](#)[6.5 ACADEMIC RESIDENCE AND TIME-TO-DEGREE REQUIREMENTS](#)[6.6 STAGE ONE: COURSE WORK AND THE WRITTEN QUALIFYING EXAMINATION](#)[6.7 STAGE TWO: TOWARD THE ORAL QUALIFYING EXAMINATION \(DEFENSE OF THE DISSERTATION PROPOSAL\)](#)[6.8 STAGE THREE: DISSERTATION AND ORAL DEFENSE](#)[6.9 ANNUAL FORMAL EVALUATIONS](#)[6.10 DISQUALIFICATION AND APPEAL OF DISQUALIFICATION](#)[APPENDIX A. POLICY AND PROCEDURE NO. 127: GRADING](#)[APPENDIX B. GRADUATE METHODS COURSES OFFERED BY OTHER UCLA DEPARTMENTS](#)**SECTION 1. GENERAL INFORMATION;****1.1 IS CALENDAR, 2005-06**

In general, the Department's calendar is determined by that of the University. Holidays, the beginning and ending dates for each quarter, and administrative deadlines for the University may be found in the [UCLA General Catalog](#) and the [Schedule of Classes](#). Beyond those dates, however, there are some specifically applicable to the School:

1. The hours from 3-5 pm on Thursday have been set aside, free from scheduled classes, to permit the scheduling of formal and informal meetings. These include general convocations (meetings of the entire Department, its students, faculty, and staff), colloquia at which distinguished persons are invited to speak, meetings of the Student Governing Board, etc.
2. Usually the first and third Tuesdays of each month from 1:00 to 3:00 pm are reserved for the monthly meeting of the Executive Committee of the faculty. Check the online department calendar for specific dates.
3. MLIS Students intending to graduate in 2005-06 should be aware of the following deadlines:

Quarter	Advancement to Candidacy Petitions due	Intention to Present Portfolio Date	Portfolio Due Date	Date(s) of Portfolio Presentations
Fall	14 October 2005	6 May 2005	14 October 2005	11, 25 Nov 2005
Winter	20 January 2006	4 November 2005	20 January 2006	24 Feb, & 3 Mar, 2006
Spring	14 April 2006	10 February 2006	14 April 2006	12, 19, & 29 May, 2006
Summer	7 July 2006	N/A	N/A	N/A

[↑top](#)

**1.2 IS ADMINISTRATION****1.2.1 Administrative Structure**

The IS administrative structure includes a Dean of the School and a Chair of the Department of Information Studies. Aimée Dorr is Dean of GSE&IS and Anne J. Gilliland is the Chair of the Department of Information Studies.

**1.2.2 The Faculty of the Department**

The Faculty of the Department is charged with the governance of the Department, subject to the rules and coordinating power of the Graduate Council of the Los Angeles Division of the Academic Senate concerning graduate study, higher degrees, and the conduct of classes.

**1.2.2.1 Committees of the Department**

The Faculty governs the Department by means of a set of advisory committees. Although three of those committees (the Executive, Admissions, Awards, and Recruitment Committees) are limited to faculty, all of the others may include student members. Non-voting members are excused from the Executive Session of the Executive Committee.

**1.2.2.2 Executive Committee**

**Responsibilities:** Governing body of the department. All Academic Senate members are

committee members. Emeriti faculty are members; voting privileges are determined by Academic Senate Bylaw 55. Department Chair is chair of the committee

### **1.2.2.3 Admissions, Awards, and Recruitment Committee (AARC)**

This committee oversees the admissions and recruitment of and awards to, students in the professional program. It makes admissions decisions for the MLIS and Certificate programs.

Responsibilities: The committee will screen admissions and awards files for all degree programs and work with the Office of Student Services on recruitment.

### **1.2.2.4 Undergraduate Program Committee**

This committee oversees the undergraduate courses and program.

Responsibilities: The committee is responsible for overseeing the policies and procedures related to the undergraduate courses and makes changes as appropriate.

### **1.2.2.5 Professional Programs Committee (PPC)**

This committee oversees the MLIS courses and degrees in a manner parallel to the Doctoral Programs Committee.

Responsibilities: The committee is responsible for overseeing the policies and procedures related to the MLIS program and makes changes as appropriate; reviews MLIS course offerings and makes recommendations for change. All petitions for exceptions to the MLIS program should be addressed to the PPC. Responsibility for the portfolio presentations lie with this committee.

### **1.2.2.6 Committee to Administer the Interdepartmental Program (CAIDP)- Moving Image Archive Studies**

Departmental members of this committee are nominated by the deans of GSE&IS and Theater, Film and Television and appointed by the Dean of the Graduate Division. The committee comprises of representatives from the Film & Television Archive and the Department of Film & Television on the Moving Images Archival Studies program.

Responsibilities: This is the governance committee for the MIAS Inter-Departmental Program (IDP). The committee's principle charge is to provide oversight of academic issues and to coordinate the program's long-term planning and growth.

### **1.2.2.7 Doctoral Programs Committee (DPC)**

Responsibilities: The committee is responsible for overseeing the policies and procedures related to the PhD program and makes changes as appropriate; reviews PhD course offerings and make recommendations for change; oversees progress of each student; oversees Written Qualifying Examination.

### **1.2.2.8 Ad hoc Committee on External Fund-raising for the MIT Lab**

This committee will develop a vision statement and identify resource and technology needs for the continued development of the MIT Lab within the context of overall IS activities and goals. It will then work with GSE&IS Development staff to identify and pursue appropriate external fund-raising opportunities and initiatives.

## **1.2.3 The Student Governing Board (SBG)**

The Students Governing Board is an official and independent organization of all students enrolled in courses offered by the Department. The Department makes every effort to advise, assist, and furnish supplies, equipment and space to the Students' Association, but does not interfere with its independence. The Association does, of course, fall under the University regulations, which govern the conduct of all student organizations, and the Chair is the official faculty sponsor. The Student Governing Board (SGB) members are elected by the IS student body. Continuing MLIS students on the governing board for 2005-2006 are: Rebecca Cohen,

Jessica Henderson, Alison Orr, Meghan O'Neill, Liladhar Pendse, and Garth Reese. The doctoral representative is Anthony Dunbar. Incoming students have the opportunity to elect SGB representatives in Fall Quarter.

### **1.2.3.1 Other Committees**

The Student Governing Board establishes committees as necessary for carrying out its own objectives.



## **1.3 PROGRAMS SPONSORED BY THE DEPARTMENT**

### **1.3.1 The Friday Forum Program**

The Department offers continuing education opportunities for practicing information professionals at every level, from new graduates to top managers. The Program includes institutes, workshops, conferences, extension courses (including regular session courses made available through what is called Open Door or "concurrent enrollment"), public lectures, publications, and summer session courses. The objective is to provide the means by which the practicing professional can maintain his or her knowledge of the changes in the profession. The Friday Forum workshops are offered throughout each quarter. They are open to our students at a reduced fee.

### **1.3.2 The Undergraduate Program**

The Undergraduate Program offers a number of courses that provide undergraduate students with a blend of conceptual and theoretical knowledge and practical, hands-on laboratory experiences. Classes provide a solid foundation in contemporary library and information studies theory, information seeking and retrieval skills and information technology. In the laboratory environment, students have opportunities to apply their theoretical insights and practical skills to real world problems and situations.

### **1.3.3 The Colloquium Program**

The Department's program of colloquia and lectures by scholars and professionals and others engaged in areas of interest in information studies serves not only the students of the Department and its faculty, but the practicing professionals of the area as well.

#### **1.3.3.1 Annual Lecture Series**

The colloquia series includes two endowed lectures - the Samuel Lazerow Lecture and the Dorothy Clark Sayers Lecture.

### **1.3.4 Extracurricular Programs**

The Department, often in cooperation with professional community groups, encourages informal activities to complement the student's formal curricular education. These informal programs include student chapters of state and national professional associations, such as the American Library Association (ALA) and Special Libraries Association (SLA), the Society of American Archivists (SAA), the Association of Moving Image Archivists (AMIA), the American Society of Information Scientists (ASIS), and The Horn Press.

The UCLA/IS Librarians' Mentor Program is designed to make first-year information studies students feel welcome at UCLA and to serve as a resource for professional activities and organizations. The mentor professionals, who are paired with students with similar interests, serve as contacts, friends, and advisors throughout the students' library school years. Participation in the Mentor Program both by students and professionals is voluntary with the hope that the time spent and activities shared will build mutually beneficial relationships. Further information is provided in Fall Quarter.

REFORMA and CLBC. The Department has had two formal mentor programs:

REFORMA/UCLA Mentor Program and California Librarians Black Caucus/IS Mentor Program, launched in 1985 and 1990, respectively. These partnerships emphasized the recruitment and mentoring of Latino, bilingual/bicultural or African American students who wished to pursue the MLIS degree at UCLA. Currently, the Department's Diversity Recruitment and Mentoring Committee <http://www.gseis.ucla.edu/faculty/chu/drmc/>, made up of UCLA faculty, students, staff, and leaders from the local library and information community, actively recruits and mentors culturally diverse students for careers in the library, archives and information fields. Local multicultural library and information organizations have contributed to these efforts. To participate in and/or obtain support from these organizations, see: <http://www.gseis.ucla.edu/faculty/chu/drmc/resources.html>



## 1.4 IS FACILITIES AND RESOURCES

### 1.4.1 The Multimedia and Information Technology (MIT) Laboratory

The MIT Laboratory, commonly referred to as "The Lab", houses a selective print and audiovisual collection, and electronic instructional resources to support the IS curriculum. Lab collections are exclusively for the use of MLIS, PhD and MIAS students and faculty. Materials include books, periodicals, annual reports and directories, audiovisual materials, computer software, and documentation. Additional copies of in print items and serials may also be located in other libraries on campus. The Lab's print collection is non-circulating. However, books from the two Children's Literature collections may be checked out. Reserve materials required for class, to supplement IS courses are located in the Lab. Course reserves are to be used in the Lab. Announcements for conferences, scholarships, and job notices for students and professionals are also available. A photocopier is available in the Lab; however, copy cards must be purchased in the Young Research Library. Students are expected to reshelve materials when they have finished using them.

### 1.4.2 Collections of Children's Literature

The MIT Lab has two collections of children's literature. The *Frances Clarke Sayers* collection, located in Room 245, holds classic children's literature and includes the Newbery, Caldecott and Coretta Scott King award books. The *Virginia Walter Collection* consists of recently published works collected to support various IS courses. Books from the children's collections must be checked out at the MIT Lab Information Desk. For assistance with either of these collections, see any member of the MIT Lab staff.

### 1.4.3 Instructional Computing Facilities

The Lab houses computer equipment, software and documentation to be used for course assignments and projects (not including word processing). Windows workstations provide access to various software programs as well as to a number of online systems, bibliographic utilities, and Internet resources. Some workstations have Zip drives, however, the Lab does not provide any type of removable storage media. Lab workstations also accept USB flash memory keys, as long as they do not require special drivers or software in order to properly function. The Lab is not responsible for any loss of data which occurs when students use any form of removable media—floppy disks, USB flash memory, Zip disk, CD's. Documentation to support the online catalogs, bibliographic utilities, online databases, and computer software is shelved in the Lab. All IS students are encouraged to use the resources of the Lab for completion of their coursework.

### 1.4.4 MIT Lab Policies

- **Smoking** is prohibited in the MIT Lab.
- There is to be **no food or beverages** in the Lab. The only exceptions are water bottles, which must be capped, and the UCLA Library Mug, though **neither** is allowed by computer workstations.
- Please use **cellular phones outside** the Lab for your privacy, and as a courtesy to others using the Lab.

- **Each student is responsible for shelving materials** after use.
- **Unauthorized copying of disks and software is prohibited.** Software packages are to be used only within the Lab, and all Lab users must adhere to all copyright and license agreements.
- **INSTALLATION OF ADDITIONAL SOFTWARE, OR THE MODIFICATION OF EXISTING SOFTWARE ON ANY DEPARTMENTAL WORKSTATION IS PROHIBITED.**
- **INSTALLATION OF ADDITIONAL HARDWARE, SUCH AS SCANNERS, DIGITAL CAMERAS, OR EXTERNAL HARD DRIVES ON ANY DEPARTMENTAL WORKSTATION IS PROHIBITED. The ONLY exception is USB flash memory keys: as long as they do not require special software or drivers, they may be used on the Lab workstations.** Students using any form of removable media --USB flash memory, Zip disk, CD's-- acknowledge that such media is susceptible to failure and the lab is not responsible for any data that may be lost.
- **Equipment may not be used for word processing.** The Lab's computer resources are to be used for course assignment preparation and/or project development. Word processing is available in Room 118 and Moore 3120. ( In addition, the College Library Computing (CLICC Lab) in Powell Library Building is on a drop-in basis. There are 100 workstations. Word processing is available on both Macs and PC's. Students need current Bruin Online accounts. There is a fee for printing.)
- Students should limit their use of Lab printers to printing only those items required for completion of course papers and projects. The MIT Lab has a printing quota of 1500 pages per academic year per student. *Please see 1.4.11 for more information on the Lab's printing policy.*

#### 1.4.5 IS Student Computer Accounts

IS student computer accounts are automatically created for all new MLIS, PhD, or MIAS students. All student accounts are normally expire at the end of the quarter after academic graduation (i.e., end of summer session "A" for spring graduates). After that date, accounts will be inaccessible.

#### 1.4.6 Password Length and Expiration Period

Student account passwords must be at least 7 characters in length. Passwords expire every 180 days. If you should forget your password, see the Programmer Analyst, the Digital Resources Librarian or the MIT Lab Director during consulting hours, or call for an appointment at (310) 206-9263.

#### 1.4.7 Disk Storage

The Department provides personal storage for each enrolled MLIS, PhD, or MIAS student on departmental shared space. However, the Department's disk space is limited. Students must understand that disk space allocation is provided by the department, as a temporary solution to their educational computing needs. Consequently, students are encouraged to store personal files on USB keys or Zip disks (where available). Student storage space is limited to 50MB. There will be problems accessing one's account if a student is close to the storage quota. Each workstation can accommodate a USB key. It is the responsibility of the student to manage his or her own data accordingly. All reasonable effort is taken to insure the security and privacy of student files, however, as it is a public server with shared space, the possibility of security breaches does exist. Students are reminded the only truly secure location for data is a disc in a locked box. Students should refrain for storing highly sensitive information, e.g., private research information, social security or account information on **any** networked machine, whether at UCLA or elsewhere.

***Please note:** Any student employed by an IS faculty member must have an account created for work use. This account must be requested by the faculty member. Students should not use their personal account for work purposes.*

#### 1.4.8 Student File Clean-up

Server clean-ups may be performed by the IS Lab staff as needed. During a file clean-up, all student data files stored in personal accounts and in the temporary directories or folders are deleted. (Email, web page documents in the HTML folder, and configuration files are excepted) It is the responsibility of the student to save any other necessary files in their account before the file clean-up. This can be done by copying the files to a disk or using FTP to transfer the files to another computer. The Lab staff can assist the student to find the best solution to save any files. This policy applies to all student accounts. File clean-ups occur as deemed necessary by the Lab staff to keep servers well maintained, with a maximum of 1 per quarter (performed at the end of a quarter, after finals). Advance warning of the specific date will be sent out via the departmental email lists.

#### **1.4.9 Departmental Email Lists**

To encourage communication and the exchange of ideas and information among members of our community, the Department of Information Studies maintains several email lists. Each list has a discrete purpose, scope. Not all members of the IS community will be a member of each list. Subscribers to each list should understand the purpose and scope of the list(s) to which he/she subscribes, and can expect all other subscribers to share and to act with that same understanding as a member of the list.

The Department of Information Studies looks to the *University of California Communications Policy* (<http://www.ucop.edu/ucophome/policies/ec/>) as the primary policy document governing the lists and their administration.

Basic principles:

- The lists will encourage thoughtful expression and discussion of ideas and topics as defined in each list's purpose;
- The lists will be unmoderated;
- The faculty via the Chair of the Instructional Services Committee and the MIT Lab Staff will participate in oversight/administration of the lists;
- The lists will be instructive in that subscribers will learn to filter information overload;
- The lists will serve as models of appropriate electronic communication;
- The lists will not accept attachments as a security measure.

#### **1.4.10 Abuse of MIT Lab Resources Policy Statement**

The Multimedia & Information Technology Lab houses resources to directly support the curricula of the MLIS, the PhD and the MIAS degree programs offered by the department. The MIT Lab resources are available to students enrolled in the MLIS, the PhD, or the MIAS degree program, and to students enrolled in individual graduate courses offered by the department in order to complete the necessary coursework required to receive a grade in the class. These resources are finite and the Lab expects cooperation of all students to insure equitable access to resources. It is recognized that in any given quarter variations in resource use occur due to courses offered and required assignments. However, usage by one student or many students which precludes or prevents others from using a lab resource, or incurs unusual costs for the Lab is defined as an abuse of Lab resources.

The professional Lab staff periodically monitors areas potentially vulnerable to misuse, including but not limited to: storage space, printing, online resource access, and downloading or installing unapproved software on MIT Lab workstations.

In the event of abuse of resources by a student or students, the MIT Lab will inform the student or students, and negotiate a remedy which will include a timetable for satisfactory resolution. If said abuse continues beyond the negotiated timetable, the Lab will restrict access to the resources being abused. It is the student's responsibility to initiate discussion regarding reinstatement of access.

In certain circumstances these policies may necessarily be amended. Any revisions or amendments to any policies will be communicated prior to taking effect.

### 1.4.11 Printing Policy

The Department of Information Studies and the Department of Education administer computing labs used by students enrolled in the programs offered within the school. These Labs are located in Moore Hall and the GSE&IS Building. Students enrolled in the degree programs of the Department of Information Studies automatically have accounts in the MIT Lab, and are encouraged to establish an additional account to use the ETU administered Labs in GSE&IS room 118, or the two in Moore Hall. Each account has a printing quota. Although both departments share the same print quota policy, the mechanisms and procedures to enforce the quota differ. Likewise, the two quotas are not combinable, i.e., available pages in one account cannot be transferred to the other account.

Registered Information Studies students printing in the MIT Lab have a quota of 1500 pages for the academic year (fall, winter, spring, summer) for completion of coursework. Printing totals are calculated twice weekly for each student account. An updated printing total for a student can be found in a file named **MY PRINTING TOTALS.TXT** on the student's G: drive. A courtesy message will be sent to a student when he or she has printed more than 1400 pages. However, in the event a courtesy message is not sent before the 1500 page quota is met, or the student does not receive the message, the quota will be enforced, and the ability to print will cease. Upon reaching the quota, or prior to reaching the quota, a student may purchase additional pages in increments of 500 pages for \$ 15.00, payable in cash only in the MIT Lab, 102 GSE&IS Building. Refunds will not be given. All monies collected for the additional pages will go to support the MIT Lab.

Registered IS students using the ETU administered labs in either GSE&IS 118 or in Moore Hall have a 1500 page printing quota to cover the academic year. It is incumbent upon each student to keep track of his or her own printing total. When the quota is reached, all ability to print will cease. Students may purchase additional pages in increments of 500 pages for \$ 15.00, payable in cash only in ETU, 3027 Moore Hall. Refunds will not be given. All monies collected for additional pages will go to support the ETU labs.

### 1.4.12 Staff

The MIT Lab is staffed by three professional librarians, and a number of graduate students currently enrolled in the degree programs of the department. Questions regarding the Lab should be directed to student or professional staff. A Lab Staff schedule is posted at the Information Desk, and a photograph of the Lab Staff member on duty is displayed when the Lab is open. As a courtesy to your colleague, please do not direct requests to student staff who are not on duty. They also need to use the Lab to complete their assignments and will appreciate your consideration.



## 1.5 CAMPUS FACILITIES AND RESOURCES

### 1.5.1 The UCLA Library System

The University Library on the Los Angeles campus consists of the University Research Library, the College Library, a number of specialized libraries, and extensive special collections. Its collections contain over six million volumes and extensive holdings of government publications, pamphlets, manuscripts, maps, microtext editions, music scores, recordings, and slides. Of the University Library's holdings, many titles relate to the instructional and research programs of the Department; circulating copies of many of the items in the non-circulating Lab collection may be located in campus libraries. Several of the 85,000 serial publications currently held by the Library System are directly related to the programs of the Department. For complete information concerning the University Library System and its use, consult the free [UCLA Library Guide](#).

The libraries offer a number of computers; priority is given to UCLA students, faculty, and staff



using them for library research. Reference librarians are also available to answer questions. Printing is available on debit-card-operated printers. Consult <http://www.library.ucla.edu/yrj> for information on the services in the Charles E. Young Research Library and <http://www.library.ucla.edu/college/> for College Library.

### **1.5.2. The Instructional Media Laboratory**

Located in PLB 270, the IML is UCLA's central resource for the collection and maintenance of instructional media. The IML primarily serves faculty and departmental personnel who use media in the classroom. The IML has a collection of approximately 8,000 videotapes, laserdiscs, DVDs, CD-ROMs, films and slide/tape modules and houses and maintains several department and study center collections.

### **1.5.3 Computer Laboratories**

### **1.5.4 Computing Resources for Students**

Bruin OnLine is the main UCLA computer resource for students. Students will receive access to may campus computer labs and web resources. For information on getting a BOL ID, changing your password, or for getting additional help, visit <http://www.bol.ucla.edu> or call the BOL consulting helpline at (310) 825-7452. Bruin OnLine services include the opportunity to create a personal website (<http://bol.ucla.edu/~yourBOLid>), subscriptions to mailing lists, and free and inexpensive software (<http://www.bol.ucla.edu/software>).

### **1.5.5 ASUCLA Computer Store**

Students interested in purchasing computer hardware and software should explore the ASUCLA Computer Store on the B Level of Ackerman Union. The University has negotiated some very favorable site licenses and purchase agreements, which are available to students.



## **1.6 STUDENT SUPPORT/SERVICES**

### **1.6.1 Financial Support**

#### **1.6.1.1 UCLA Financial Aid (Need-based awards)**

Graduate students may apply for financial aid based on need from the Financial Aid Office (FAO), Room A129 Murphy Hall. Depending on the FAO's assessment of your budget and financial statement, FAO will typically award a combination of work/study and loan. While the Financial Aid Office will accept applications throughout the year, priority is given to those applications filed by announced deadlines. In the past, enrolled students seeking financial aid for the next academic year must file in late February or early March. Students should check with the FAO to verify deadlines for priority filing. Continuing students are usually notified of the action taken on their applications in mid-August.

#### **1.6.1.2 UCLA Merit-Based Awards**

UCLA provides support for its graduate students through awards based on merit. Continuing graduate students should complete the "Fellowship and Assistantship Application for Continuing Students" by the campus-wide deadline if they wish to be considered for UCLA's restricted and unrestricted merit-based awards. The application and a list of awards is available electronically to all enrolled students in the Fall Quarter at <http://www.gdnet.ucla.edu>.

The IS Admissions, Awards, and Recruitment Committee (AARC) and/or the Doctoral Programs Committee (DPC) ranks any applicants for restricted awards, then forwards those rankings to the Graduate Division for final selection. The Committee reviews applications for unrestricted fellowships and non-resident tuition waivers and makes awards in the Spring Quarter. Awards are usually for one academic year.

Students who receive such awards are expected to be enrolled in 12-units per quarter.

### 1.6.1.3 Other IS Awards;

The Department also makes a variety of other awards, such as the Library Staff Association Scholarship. The Admissions, Awards, and Recruitment Committee announces their availability on the students listserv throughout the academic year. Notices of awards and scholarships received by the Department are filed in the green binder, "Awards/Scholarships," kept in the Lab.

Students in the department have been very successful in receiving awards from professional and other external groups such as

### 1.6.1.4 Extramural Awards

Generally, IS announces awards from professional organizations, such as those provided by the American Library Association on the student listserv. Award announcements are filed in the green binder. Such awards are also listed in the Financial Assistance for Library Education Handbook, a copy of which is available in the Office of Student Services. In addition, students may wish to check resource materials in the Graduate Student Support Office (Murphy Hall 1228) or their website at <http://www.gdnet.ucla.edu/asis/infoserv/gflist.htm>

### 1.6.1.5 Apprentice Positions

The University identifies Graduate Student Researcher and Special Readerships as "Apprentice Positions," with the view that they provide opportunities to learn by doing under the tutelage of faculty members.

Special Readerships are held by doctoral students who have previously taken the course in which they assist. While they are actually working in the position, students enroll in IS 375, Teaching Apprentice Practicum, which carries from 1 to 4 units of credit; while the credit for 375 does not count toward the degree, it does count toward the minimum number of units needed for "full-time status".

Faculty advertise for research assistantship positions on the listserv and on the list serv.

Assistantships provide an excellent means to become involved with the teaching and research conducted by IS faculty; in addition, the pay rate is one of the highest for student workers, approximately \$15-23 per hour. Academic apprentice personnel may be eligible for fee remission/health insurance benefits. General eligibility requirements are as follows. For a complete set of requirements, consult the GSE&IS Administrative Office.

General eligibility requirements to hold an apprentice personnel appointment and receive fee remission/health insurance benefits are:

- have a cumulative GPA of at least 3.0 for all course work taken during the student's period of graduate study at UCLA.
- register no later than the third week of instruction and remain registered for the entire quarter.
- enroll no later than the third week of instruction in at least 12 units and remain enrolled for the entire quarter. (For eligibility for GSR remission, enrollment in 12 units is required.)
- be appointed (and work) at least 25% (10 hours/week) time for the entire quarter.

### 1.6.1.6 Other Work Possibilities

The UCLA Library is an excellent source of part-time jobs. Students may submit applications to the Personnel Office, first floor University Research Library, between the hours of 9-11 am and 2-4 pm. Students must produce a current registration card and ID. Part-time positions are also posted in the UCLA Placement and Career Planning Center; registration card and ID are required to enter the placement area.

Another reliable source of job listings is the red binder located in the Lab, which includes student and paraprofessional positions, both full- and part-time. The binder uses a simple numbering system; each job's number is located in the lower right-hand corner of the page, and the most recent postings are filed on top. Generally, jobs in the red binder are kept for three months. Students looking for jobs should also check the student positions on the Job Listing and Resources page of the listserv at <http://polaris.gseis.ucla.edu/labuse/Jobs/jobs.asp?CATID=s>

#### **1.6.1.7 Emergency Loan Funds**

The School has available to its students the Harriet G. Eddy Emergency Loan fund, which has been set up to meet pressing unexpected needs of students, usually for no more than \$350-\$500. Loans can be made immediately from it, but are expected to be repaid within 90 days. Students may request emergency loan assistance by submitting a letter to the Chair indicating how much money is desired, the reason the loan is being requested, and when the loan will be repaid.

Short-term, interest-free emergency loans are available from Student Loan Services, A227 Murphy Hall. A loan of \$100 is available immediately; students must repay within five weeks. Students who can provide a letter verifying employment can borrow up to \$250; students must pay back within two paychecks. Students who are waiting for financial aid (grant or loan) may negotiate higher amounts, typically for payment of registration fees.

#### **1.6.2 International Students**

The Office of International Students and Scholars (OISS), located in Room 106, Bradley International Hall, 417 Charles E. Young Drive West, provides international students with information about immigration, employment and other regulations affecting their status, and financial aid.

#### **1.6.3 Student Psychological Services**

Student Psychological Services (SPS) is a multi-disciplinary mental health center, offering individual and group counseling and psychotherapy. Typical subjects for groups are assertiveness training, procrastination, and stress management. Any registered UCLA student is eligible for these services at no charge. SPS is located at the John Wooden Center West, 221 Westwood Plaza. The entrance faces the Intramural Field. Students can make an appointment by calling or visiting their office from 8am-5pm, Monday through Friday. Emergency appointments are possible. After-hours help is available from the Helpline, (310) 825-HELP.

#### **1.6.4 Student Legal Services**

Students may seek legal assistance from Student Legal Services in 70 Dodd Hall or by calling 825-9894. Although Student Legal Services does not represent students in court, it does offer a variety of counseling services, including assistance or advice on automobile accidents and landlord-tenant relationships.

#### **1.6.5 Professional Placement Services to Graduates**

The Lab Staff file all professional position postings received into *three* binders located in the Lab. Position offerings for California are filed in a *yellow* binder; librarian postings from all other states are filed in a *blue* binder, and faculty (teaching) positions are filed in a *pink* binder. The binders use a simple numbering system, with each job's number located in the lower right-hand corner of the page. The letter "C" preceding the number denotes California postings, the letter "F" denotes faculty/teaching positions, and the letter "P" denotes out-of-state professional postings. The most recent job posting is filed on top. Extra application forms sent by employers are filed at the front of the binders. Any missing numbers (postings) should be reported to the Lab Staff.



### **1.7 OTHER STUDENT FACILITIES**

### **1.7.1 IS Commons**

For the convenience of students, the IS Commons (120 GSE&IS Bldg.) is available for meeting, reading, and eating when the building is open.

### **1.7.2 Mailboxes**

#### **1.7.2.1 Doctoral Mailboxes**

Doctoral mailboxes are located in the lobby of the GSE&IS Building at the staircase. There are two boxes dedicated for doctoral students, A-L and M-Z. See 1.7.4 for key information.

#### **1.7.2.2 Masters' and Certificate Student Mailboxes**

Masters and Certificate Student mail folders are located in file cabinets in the IS Commons. Each student has a individual folder marked with his/her name. This includes the students in the Moving Image Archive Studies program.

### **1.7.3 Lockers**

Lockers are available to MLIS students in the GSE&IS Commons, Room 120. The Student Governing Board holds a lottery at the beginning of each quarter for master's student.

Doctoral students' lockers are on the second floor of the GSE&IS Bldg. The Doctoral Student representative to the Doctoral Program Committee is responsible for assigning lockers.

Lockers are also available for rent in the Young Research Library (YRL) at any time except during locker renewal and clearance periods. Locker assignments are made at the Cashier Window in the 1<sup>st</sup> floor lobby. To obtain a locker, present your registration card and photo ID at the Cashier's Window in URL. Charges: \$8.00 per quarter. Lockers are available on the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> floors.

### **1.7.4 PhD Keys**

PhD students may request keys to the GSE&IS Building, the Research Computing Laboratory, mailbox keys, and the second floor stairwell from Support Services, Room A036, Moore Hall. There is a \$20 deposit for each key except the mailbox key deposit of \$10.

### **1.7.5 Office of Student Services**

The most commonly used IS and University may be obtained from the Student Affairs Officer in 102B GSE&IS Bldg. Students should seek assistance from the Student Affairs Officer to process leave of absence requests, academic revisions (removal of incompletes, incorrect grades), retroactive add/drops, nomination of master's and doctoral committee forms, advancement to candidacy forms, exceptions to policy, petitions to PPC, etc.

### **1.7.6 Photocopying Services**

The closest photocopying machines are available in the Lab and in the Young Research Library. Debit cards for the machines can be purchased at the Reprographic Service Office (2081 Engineering I) and at debit card vending machines in YRL and other campus libraries. The Associated Students of UCLA (ASUCLA) offers a photocopying service through FedEx Kinko's on the A-level of Ackerman Student Union Building.

### **1.7.7 Security**

The Campus Escort Service is available from dusk until 1:00 am. The phone number is 825-1493. Students should consider using this service when walking across campus alone at night or at times when the campus is relatively deserted. Personal belongings, including purses, backpacks, briefcases, etc., should not be left unattended...even for a short period of time.

### **1.7.8 Telephones**

The University prohibits the use of departmental office telephones by students. Public telephones are available in the front of the GSE&IS Bldg, in the North Campus Facility, and in Young Research Library. A campus telephone (free access) is located in the main corridor on the first floor of the IS building.



## 1.8 COMMUNICATION

### 1.8.1 Electronic Communication

The Department of Information Studies uses e-mail as the primary method of informing the community of important announcements. IS-ANNOUNCE is the Department's primary on-line communication vehicle for major announcements regarding curriculum, policy, special programs, and emergency conditions. All students, staff, and faculty must be subscribed. While all are required to be subscribed to IS-ANNOUNCE, a BruinOnline address is not required. To subscribe to IS-ANNOUNCE, use the automated e-mail list form at [http://is.gseis.ucla.edu/lab/faq\\_lists.html](http://is.gseis.ucla.edu/lab/faq_lists.html).

### 1.8.2 Messages

Official IS and emergency messages: Faculty and staff contact students by leaving messages in the message folders in the Commons. Students should check the message folders every time they come to class. The Faculty Administrative Assistant and the Student Affairs Officer will accept telephone messages for students *only in case of emergency*.



## 1.9 ESSENTIAL IS AND UNIVERSITY POLICIES AND PROCEDURES

Students are strongly encouraged to discuss any academic policies and procedures about which they are concerned with their Faculty Counselors/Advisors, and the Chair.

### 1.9.1 URSA-University Records System/Grades

The University Records System Access (URSA) enables all UCLA students, and those who have been students within the past 10 years, real-time access to their University academic records. You access URSA OnLine (<http://www.ursa.ucla.edu/>). For most students URSA provides the easiest way to enroll in classes and to gain real-time access to academic, financial, and personal records.

Features on URSA allow you to PROCESS YOUR CLASS ENROLLMENT, to obtain course confirmation (including day/time, location, instructor name), UCLA grades for any completed term, GPA, completed units, and financial aid information, to confirm registration fee payment, and update or review selected student information (e.g., degree expected term, telephone number, address, privacy release, and security code changes).

URSA is operational Sunday night 6 p.m. through Tuesday 1 a.m. and from Tuesday to Saturday, 6 a.m. to 1 a.m., Pacific Time, including holidays.

Students login to URSA OnLine with their 9-digit Student ID and a 4 digit security code (PIN). The first time a student logs in URSA OnLine they are required to create a new PIN. If you have logged in before and forgotten your PIN, you will have to reset it. If you have provided a challenge question and response phrase you can reset your PIN online by answering your security question. If you provide the correct response phrase, you will be allowed to select a new value for your Security Code (PIN).

If you have not provided URSA with a challenge question and answer, your PIN cannot be reset online. You will need to contact the Registrar's Office (M-F 9:00 a.m. – 5:00 p.m.) and do one of the following: Bring a photo identification to 1113 Murphy Hall; or, Fax an authorization to release your security code over the telephone: Your fax must include your Student ID number,

signature, and photo identification that contains your signature. The fax number is (310) 206-4520. After faxing, call (310) 825-1091 (Option 6) for your TEMPORARY PIN.

Access for enrollment processing is controlled by a random appointment structure from the Registrar. Enrollment appointments are posted two weeks before the enrollment process begins.

Grades are available no later than two weeks after the last day of final exams. If your grades are not shown on URSA OnLine they have not been received from the instructor or are still being processed. Please do not call the Registrar's Office directly for grades. For security and confidentiality reasons, grades are only available from URSA OnLine.

As needed, you may obtain a free printout (unofficial transcript) of your grades for the most recent graded term at Academic Record Services, 1134 Murphy Hall, by presenting your photo ID.

The School's grading policies and procedure, follow the University guidelines, and are provided in detail in Appendix A. UCLA students are responsible for understanding the grading policies and regulations established by the Academic Senate. Should any semantic variations exist between explanations in this catalog and regulations in the *Manual of the Academic Senate*, the manual prevails in all cases. Copies of the Senate manual are available for review in the Academic Senate Office, 3125 Murphy Hall.

### **1.9.2 Student Files**

Students may view the contents of their files in the Office of Student Services by appointment. Documents in the file may be copied only with the approval of the Chair or the Chair's designee. Students usually will be given permission to copy transcripts used in support of scholarship applications or job applications, but will not be given permission to copy or have forwarded letters of recommendation. Students must give the Department written permission to release information to prospective employers or other academic institutions. Files are retained for five years following graduation or withdrawal.

PhD students may submit papers for their files to the Student Affairs Officer. PhD students may add or remove papers from these files. Papers are returned to PhD students at graduation if requested.

### **1.9.3 Normal Progress/Full-Time Graduate Program**

Three courses (or 12 units) per term are considered the normal enrollment for graduate students and are required for students not in doctoral candidacy to be counted for full-time standing in the University's official enrollment records. Therefore, students are directed by the department to enroll full time whenever possible.

MLIS students should complete the program within 6 quarters. PhD students should complete the program within 18 quarters. No maximum times have been established for the Certificate of Specialization program.

### **1.9.4 Continuous Registration**

Unless granted a leave of absence, students are expected to register in the Fall, Winter, and Spring quarters of each academic year. Students who fail to register or file a leave of absence by the end of the second week of instruction are assumed to have withdrawn from UCLA.

### **1.9.5 Leave of Absence**

University and school policy encourages students to make steady progress toward completing their program. Thus, leave of absence will be granted only under unusual circumstances and will not be granted to students simply because they are temporarily less directly engaged with faculty.

The amount of time and support students receive from faculty will naturally fluctuate throughout

their degree programs. Such fluctuations in student contact with Department faculty and staff or University resources, however, do not warrant a leave of absence during quarters when there is less contact or engagement. A graduate degree is an on-going, comprehensive experience paid for through student fees and state support for the University. Payment for graduate degree programs should not be considered as fees for service on a quarter-by-quarter basis.

**Note:** The University will not give approval for a leave of absence if the student's cumulative grade point average is below the required 3.0.

Circumstances Warranting a Leave of Absence: A leave of absence may only be granted under the following circumstances:

- A student's research requires that s/he reside outside of the seven Southern California counties for no less than 12 weeks (this type of leave will generally only be granted to doctoral students who are advanced to candidacy and are working on dissertation research);
- Maternity or paternity leave for the birth or adoption of a baby;
- Family care and medical leave to attend to the serious health condition of the student or a family member;
- Other unanticipated emergencies including, but not limited to, a sudden change in the student's or family member's employment status, which leads to a drastic change in financial status. A leave of absence based on such "hardship" cases may be granted only after the student has made a serious effort to secure financial aid and/or loans. (Students are encouraged to seek assistance from the Office of Student Services and their faculty advisors in finding aid or loans.)

**Students will not be granted a leave of absence when studying for a doctoral examination. (Students should enroll in IS 597: Directed Studies for Ph.D. Qualifying Examinations, or other appropriate department courses for a total of 12 units.)**

If a student anticipates using as much as 12 or more hours of University facilities and/or faculty time (excluding the library) per quarter, the student is not eligible for a leave of absence or an extension of a leave of absence and must register. A student who has accumulated as much as 12 or more hours of use of University facilities and/or faculty time (excluding the library) since last being registered is not eligible for a leave of absence and must register in the next quarter. Any use of faculty time is to be considered, including reading and suggesting revisions to drafts of theses and dissertations.

Procedures for Obtaining a Leave: A student applying for a leave or an extension of a leave must complete a UCLA leave of absence form and a Department of Information Studies leave of absence petition. Both are available from the Student Affairs Officer (102B GSE&IS Bldg.). In order for a leave to be granted, the Department petition must be signed by the student's advisor. Doctoral students must also obtain the signature of the head of the Doctoral Program Committee.

Signatures for the UCLA petition include the dissertation committee chair (when applicable). The signature of the Department Chair is also required on the UCLA petition if the leave of absence is retroactive. International students must also obtain a signature form from the office of International Student Services. The Graduate Student Support Office must clear all leave applications before submission to the Student Affairs Officer.

Parameters of Student Leaves: If approved, a leave is normally granted for periods of one to three quarters. Leaves may be extended for a total of two years (six quarters). If a student has transferred from another UCLA Department and has taken a leave of absence, that leave follows the student through his or her academic career.

A student who fails to return to the University the quarter after being on an official leave of absence, or who leaves the University without an official leave of absence, must apply for readmission to graduate study. To be eligible for a leave of absence, a student must have been in residence at the University for at least one quarter, must have a current grade point average

of at least 3.0 in the UCLA graduate program in which s/he is enrolled, and must apply for the leave of absence before the end of the first week of classes of the quarter in which the leave is intended to commence.

Also, students on leave may not keep a salaried appointment to any apprentice teaching or research title. Students who are on leave risk losing their fellowship funding from the Department, the University or outside granting agencies. Students are responsible for monitoring the status of any fellowship that could be taken away due to a leave of absence.

### **1.9.6 Probation**

Students who do not meet the minimum cumulative grade point average of 3.0, or who do not achieve a 3.0 in two consecutive quarters, are on probation and subject to dismissal. IS faculty review cases of any students in scholastic difficulty and make recommendations to the Graduate Division regarding continuation in the program in probationary status. Students on probation may not enroll in courses graded S/U (e.g. 498, 596).

### **1.9.7 Change of Name/Address**

Students who change their names must file a change of name petition with the Registrar in Murphy Hall. Address changes may be made on URSA at any time. Students should also notify the Student Affairs Officer of changes in name, address, and telephone.

### **1.9.8 Registration and Enrollment**

Students should observe all deadlines for payment of fees (registration) and enrollment in classes to avoid late penalties (see [www.registrar.ucla.edu/calendar/](http://www.registrar.ucla.edu/calendar/) for deadlines). Both IS and campus-wide deadlines are published in the Bulletin and in the UCLA Online Schedule of Classes ([www.registrar.ucla.edu/schedule/](http://www.registrar.ucla.edu/schedule/)). *Students* are responsible for checking their study lists to make sure they are correctly enrolled.

Each quarter students are expected to meet with their Faculty Counselors/Advisors and plan a program of study appropriate to their areas of specialization. Procedures for telephone enrollment or online enrollment in classes are provided in admission packets. Any specific procedures related to enrollment in IS classes are published each quarter.

### **1.9.9 Residence for Tuition Purposes**

Students who intend to establish residency in California should consult the Campus Residence Deputy in 1113 Murphy Hall (310/825-3447) as soon as possible. Legal residents of California do not pay nonresident tuition fees.

### **1.9.10 Nondiscrimination, Sexual Harassment, Disclosure of Student Records, Faculty Code of Conduct, Student Conduct**

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The University's established policies with respect to nondiscrimination, sexual harassment, disclosure of student records, faculty code of conduct, and student conduct are published in the UCLA General Catalog, which is available in the Lab and the Student Services Center. Included in the UCLA General Catalog are the appropriate campus offices to contact if students have inquiries regarding compliance or complaints related to these policies. Students may want to discuss matters covered by UCLA policy with their Faculty Counselors/Advisors, the Chair, and/or the Dean, who can help identify appropriate mechanisms, informal and formal, responsive to student concerns.

 [top](#)

## **1.10 PROGRAMMATIC INFORMATION RELEVANT TO ALL IS STUDENTS**



**1.10.1 IS Faculty**

The following pages list the faculty of the Department and identify the courses and areas of specialization for which they are each responsible:

<b>PROFESSOR</b>	<b>COURSES AND TITLES</b>	<b>SPECIALIZATION AREA OF RESEARCH</b>
PHILIP AGRE	IS-282 Principles of Information System Analysis & Design IS-293 Design IS-294 Doctoral Seminar: Information Retrieval Doctoral Seminar: Information Policy	Social and political aspects of networking and computing; Genre theory, Cyberlaw, Politics of the Internet
BEN ALEXANDER	IS-289 Social History of Books & Print Culture	
MURTHA BACA	IS-464 Metadata	
MARCIA BATES (Emerita)	IS-10 Fundamentals of Information Search and Evaluation IS-110 Information Resources & Libraries IS-245 Information Access IS-246 Information Seeking Behavior IS-251 Seminar: Specialized Literatures IS-277 Information Retrieval Systems: User-Centered Design IS-295 Doctoral Seminar: Information Seeking IS-375 Teaching Practicum IS-447 Computer-Based Information Resources (On-line Searching)	Search Strategy; Subject access; Information retrieval system design
RUBY BELL-GAMM229B	Africana Bibliography and Research Methods	
CHRISTINE BORGMAN	CS-156 Human-Computer Communication IS-204 Electronic Publishing IS-208 Scholarly	Human-computer interaction; Interface design for information retrieval systems; Information seeking behavior; Scholarly communication; Bibliometrics

	IS-272	Communication & Bibliometrics	
		Human/Computer Interaction	
	IS-279	Seminar in Information Systems	
	IS-282	Principles of Information Systems Analysis & Design	
	IS-289	Seminar: Special Issues in Information Studies	
	IS-473	Information Technology and Libraries	
JEAN-FRANÇOIS BLANCHETTE	IS-270	Introduction to Information Technology	Authenticity of electronic information; Social and political dimensions of information security; Digital preservation;
	IS-274	Database Management	Sociology of mathematics; Privacy and data retention
	IS 289	Systems	
		Doctoral Seminar: Information as Evidence	
KERI BOTELLO	IS-110	Information Resources & Libraries	
	IS-498	Internship	
LYNN BOYDEN	IS 279	Seminar in Information Systems	
DAVID CAPPOLI	IS-256	Information Resources for Business	
	IS-447	Computer-Based Information Resources	
MICHAEL CART	IS-426	Library Services and Literature for Youth	
CHRIS CHANDLER	IS 279	Seminar in Information Systems	
CLARA M. CHU	IS-200	Information in Society	Information-seeking behavior; Multi-cultural information
	IS-201	Ethics, Diversity, and Change in	services; Multi-cultural library & information science
	IS-220	Information Professions	education; control;
	IS-227	Design of Library and Information Services	International & comparative information services; Scholarly communication
		Information Services in Culturally Diverse Communities	
	IS-280	Social Science Research Methodology	
	IS-462	Subject Cataloging & Classification	
LYS CHUCK	IS-421	Special Libraries & Information Centers	

RACHEL DELGADILLO	IS 258	Legal Information Resources	
	IS 400	Professional Development/Portfolio Design	
	IS 423	Public Libraries	
JONATHAN FURNER	IS 208	Scholarly Communication & Bibliometrics	Knowledge organization; Bibliometrics and scholarly communication; History and philosophy of information studies
	IS-260	Information Structures	
	IS-276	Information Retrieval Systems: Structures and Algorithms	
	IS-291A	Doctoral Seminar: Theoretical Traditions in Information Studies	
	IS-293	Doctoral Seminar: Information Retrieval	
	IS-462	Subject Cataloging & Classification	
	IS-448	Information Literacy Instruction: Theory & Technique	
ANNE GILLILAND	IS-200	Information in Society	Archival information systems design and evaluation;
	IS-240	Management of Digital Records	Electronic recordkeeping; Use of primary
	IS-260	Information Structures	Sources in K-12 and undergraduate
	IS-275	Development of Cultural Information Sources Using Multimedia Resources	
	IS-431	American Archives & Manuscripts	Education; Archival education and research
	IS-432	Issues and Problems in Preservation of Heritage Materials	
	IS-438	Seminar: Advanced Issues in Archival Science	
ROBERT M. HAYES	IS-209	Social Aspects of Information- Orientated Society	Information science; Library management; Bibliography and literature of science, engineering and technology
	IS-262	Principles of Information Systems: Analysis & Design	
	IS-289	Models for Library Management, Decision-Making and Planning	
JOAN KAPLOWITZ	IS-448	Information Literacy	

Instruction: Theory & Technique			
GREGORY LEAZER	IS-260	Information Structures	Organization of information; Cataloging; classification; Bibliographic control
	IS-270	Introduction to Information Technologies	
	IS-293	Doctoral Seminar: Information Retrieval	
	IS-461	Descriptive Cataloging	
	IS-462	Subject Access	
LEAH LIEVROUW	IS-246	Information Seeking Behavior	Communication theory & research
	IS-274	Database Management Systems	
	IS-272	Human/Computer Interaction	
	IS-289	Seminar: Information & Communication Technology	
	IS-295	Doctoral Seminar: Information Seeking	
BEVERLY P. LYNCH	IS-203	Seminar: Intellectual Freedom & Information Policy Issues	Complex organizations; Influence of technology on organizational design and structures
	IS-228	Measurement and Evaluation of Information Systems and Services	
	IS-289	Seminar: Special Issues in Information Studies	
	IS-410	Management Theory and Practice for Information Professionals	
	IS-422	College, University & Research Libraries	
MARY NILES MAACK	IS-200	Information in Society	Comparative librarianship with special emphasis on France, the United States & Africa; Library history; Gender issues; Literacy as an information policy issue
	IS-207	International Issues and Comparative Research in Library and Information Science	
	IS-251	Seminar: Specialized Literatures	
	IS-281	Historical Methodology for Information Studies	
	IS-297	Seminar: Information Institutions and Professions	
	IS-400	Professional Development & Portfolio Design	
	IS-423	Public Libraries	
PENNY MARKEY	IS-425	Library Services and Programs for Children	
ELIZABETH	IS-289	Seminar: Contemporary Issues	

MARTINEZ	IS-289	in National Information Policy Seminar: National Information Policy Issues	
	IS-423	Public Libraries	
VICTORIA MCCARGAR	IS-432	Preservation of Heritage Materials	
STACEY MCKEEVER	IS-425	Computer-based Information Resources	
CYNTHIA MEDIAVILLA	IS-281	Historical Methodology for Information Studies	
	IS-400	Professional Development and Portfolio Design	
	IS-410	Management Theory & Practice for Information Professionals	
	IS-415	Library Personnel Management	
	IS-430	Collection Development & Acquisition of Library Material	
ELAINE MEYERS	IS-289	Pre-School Services	
	IS-289	Young Adult Services	
TERESA OMIDSALAR	IS-250	Techniques and Issues in Information Access	
JOHN RICHARDSON	IS 237	Analytical Bibliography	Knowledge-based expert intelligent systems for reference work; Government information policy; Historical analysis of professionalism in Reference Service
	IS-245	Information Access	
	IS-250	Techniques & Issues in Information Access	
	IS-280	Social Science Research Methodology for Information Studies	
	IS-455	Government Information	
RAMESH SRINIVASAN	IS-275	Development of Cultural Information Sources Using	Design and development of archives
	IS-438A	Digital Multimedia	
		Archival Appraisal	within culturally-differentiated communities, especially indigenous communities; the role of information systems in supporting ethnicity and culture across distance for diasporic communities; understanding community-specific knowledge ontologies and how these are reflected in information systems

VIRGINIA WALTER	IS-234	Contemporary Children's Literature	Citizen participation in libraries; voluntarism;
	IS-410		Children's use of library & information resources;
	IS-424	Management Theory & Practice for Information Professionals	Sociology of childhood reading; Literacy; Evaluation of public library services
	IS-425	Storytelling	
Library Services & Programs for Children			
ETHELENE WHITMIRE	IS-227	Information Services in Culturally Diverse Communities	Information seeking behavior, academic libraries, reference and information services, multicultural issues
	IS-246	Information Seeking Behavior	

### 1.10.2 Entrance Requirements;

MLIS students must satisfy two entrance requirements: computer programming and statistics. PhD students must satisfy a statistics requirement.

#### When must entrance requirements be met?

Entering MLIS students must have completed one of the two entrance requirements prior to the fall quarter. The other must be completed by the end of the Fall term. PhD students are encouraged to satisfy any outstanding requirements in the first year of residence. Failure to complete both requirements by the end of the first quarter will result in a recommendation of termination of student status.

The expected course load is three IS courses (12 units) per term. We encourage students to have the entrance requirements completed before entering each fall. One entrance requirement may be completed in fall quarter if absolutely necessary. Any entrance requirement taken in fall quarter will put the student one course behind the acceptable three IS course load. The grade for any course taken as a graduate student will reflect on the graduate transcript, whether or not it fulfills a program requirement.

#### Where can entrance requirements be met?

At UCLA or at any other accredited college or university.

*Note:* While the University of California does offer correspondence college-level courses through Extension, students should be advised that a single course frequently require one year to complete. UCLA Extension courses are offered each quarter. There is a possibility of taking some courses on-line.

#### Are grades earned in entrance requirements calculated in the GPA?

Any courses taken as a graduate student at UCLA (excluding those from Extension) are calculated into the UCLA GPA. Students may elect to take entrance requirements at UCLA on a Satisfactory/Unsatisfactory basis (S/U), but should be aware of the fact that graduate students must earn a B or better to earn the grade of S. If the student takes a course and receives a grade of C, an Unsatisfactory appears on the transcript, but for the School's purpose the requirement is met. The grade of U does not affect the GPA. A grade of C- or below does not satisfy the requirement. Students wishing to change the grading basis after the quarter begins must be sure to do so by the published deadlines. Graduate students must maintain a 3.0 GPA to remain in good standing.

#### What are the requirements for each program?

For MLIS students the School requires:

1. Any undergraduate or above course in statistics (three semester units or four quarter units)

taken within the last five years with a minimum grade of "C". The course must have covered descriptive and inferential statistics. In exceptional circumstances it is possible to meet this requirement by passing a competency examination in statistics administered by IS.

2. A computer programming requirement, met either by completing an undergraduate or above course (three semester units or four quarter units) taken within the last five years with a minimum grade of "C". Most standard languages, such as BASIC, C++, PASCAL, Java, or Perl are acceptable. At least one-third of the course grade should be based on programming assignments. In exceptional circumstances it is possible to meet this requirement by passing a competency examination in computer programming administered by IS. The Department offers an Intensive Technology Workshop that also satisfies this requirement. The workshop is typically offered prior to the fall quarter.

2. PhD students, entering Fall 1997 and after, must satisfy one requirement:

1. A statistics requirement, satisfied by completing a college-level course (three semester units or four quarter units) taken within the last five years with a minimum grade of "C". The course must have covered descriptive and inferential statistics.

Recommended:

Applicants should have general knowledge about and basic experience using computers (e.g., for word processing, statistics, online searches, spreadsheets, graphics, or Web browsing). There is no specific programming requirement for doctoral students. However, the Department strongly recommends that admitted students attend a Lab Orientation to familiarize themselves with Department, School-wide, and UCLA platforms and applications.

How can the computer programming requirement be satisfied?

Students should select a computer-related course that meets the following criteria:

- The course must be equivalent to a minimum of 3-semester or 4-quarter units, taken at the college level.
- At least one third of the instruction time of the course must be concerned with programming concepts and languages and one third of the course grade must be based upon programming assignments by the student, using a higher-level language package.
- Upon completion of the course, the student should be able to do the following: create a record description; read a fixed-format file provided by an "outside" source (e.g., a library, or a course instructor); make changes in record content, both individually and collectively; sort records according to various criteria; carry out iterative processing operations (i.e., execute "do-loops" of the DO-WHILE variety); retrieve, format and print records according to different specifications.

If the student has had a great deal of programming experience but no formal course work, then he or she may satisfy the requirement by the successful completion of a competency test administered by a faculty member of the School. The test will include the operations spelled out in part one above and should be taken during the first quarter of study at IS. This test may require several days to complete, depending upon individual skills. The School does not recommend that students attempt to fulfill the requirement in this fashion unless they are experienced programmers.

Entering students are advised that other useful skills include: the use of word-processing and database management software and communications packages; basic operations on IBM compatible microcomputers; and experience in the use of computer networks for accessing remote databases.

How can the statistics requirement be satisfied?

The college-level course used to satisfy the statistics requirement must cover descriptive and

inferential statistics. Research methods courses do not satisfy the requirement. UCLA courses frequently taken by IS students include:

- o Anthropology M80
- o Education 230A, 230B
- o Geography M40
- o Political Science 6
- o Sociology M18
- o Statistics M12

The Student Affairs Officer has a notebook listing courses in *other institutions*, which have been approved.

### **1.10.3 Internships;**

MLIS, Certificate Program, and PhD students may enroll in internship as part of their academic programs. The purposes of internships (IS 498 Internship) are to acquire specialized competency through directed individual study related to work experience at the professional level in a site approved by the Department, and to strengthen basic professional performance requirements. On-site supervision of each internship is assigned to an information professional, usually the staff member in charge of the department or unit of assignment. The supervisor will organize, direct, and evaluate the intern's performance of professional level work assignments. The IS Internship Director meets with interns regularly in class meetings and individual conferences each quarter, visits the sites as needed, and helps students identify appropriate sites to pursue.

Internship is open to **second-year** MLIS students who have completed 36-quarter units, which includes a minimum of four core courses and any required electives relevant to the internship e.g. IS 431 for an archival internship, IS432 for a preservation internship, and to Certificate Program and PhD students. Students must petition the PPC to waive the 36-unit requirement rule. Any students interested in doing an archival internship must also have completed IS 431 before enrolling in internships. Consent of the advisor and the instructor-in-charge is required. A maximum of three quarters (12 units) of internship may count towards the MLIS degree or Certificate of Specialization. 120 hours per quarter are required for four units of credit. As with other courses graded S/U (Satisfactory/Unsatisfactory), only students who are in good academic standing (not on probation) may enroll in an internship. Students should discuss with their advisors the benefits of an internship vs. specialized course work and the appropriate length of an internship. A [Directory of Internship Sites](#) is available in the Lab and from the instructor-in-charge. Internship files, which contain reports of interns on specific sites, are available in the Commons. An annual Internship Open House in Spring Quarter provides an opportunity for IS students to meet informally with a large number of site supervisors.

### **1.10.4 Fieldwork;**

The purpose of fieldwork (IS 497) is to acquire specialized competence through directed work at the professional level, and to test basic professional competencies as well as the capacity to meet professional level performance requirements. Second-year, Certificate Program, or PhD students may enroll in fieldwork as indicated in Section 1.10.3. Fieldwork is distinguished from internship in two respects: (1) Fieldwork is appropriate when the location of the site is too far from UCLA to permit attendance in the classroom component. (150 hours are required as a minimum for four units of credit.) (2) The instructor in charge of the course is the student's advisor or counselor. Students wanting more information may consult the Internship Director and/or the Student Affairs Officer.

### **1.10.5 Independent Study;**



IS 596, Directed Individual Study or Research (2-8 units). S/U grading. MLIS, Certificate Program and PhD students, with the consent of a qualified instructor, may pursue independent study under that instructor's guidance. Any IS faculty member (full- or part time) may offer 596. The purpose of the course is to provide an opportunity for independent research in a field covered by an approved course not being taught, or on a specialized topic.

Students may repeat 596 without limitation, but no more than 8 units of 596 may count toward the MLIS degree. A maximum of 6 units of 596 may be used for work on the major paper requirement; however, enrollment in 596 for the paper is limited to 4 units in a given quarter.

Students may enroll in 596 in conjunction with appointment as a Graduate Student Researcher (GSR) and receive academic credit commensurate with the percentage of time employed, providing the faculty member approves. Approval forms are given to GSRs at the time they are put on the payroll.

20 hours = 4 units

15 hours = 3 units

10 hours = 2 units

IS 597, Directed Study for PhD Qualifying Examinations (2-12 units) May be repeated. S/U grading.

PhD students enroll in this course when preparing for either the Written or Oral Qualifying Examinations.

IS 598, MLIS Thesis Research and Writing (2-8 unit) Supervised independent research for candidates in MLIS thesis option. S/U grading.

IS 599, PhD Research and Writing (2-12 units). May be repeated. S/U grading.

PhD students enroll in this course when writing the dissertation.

#### 1.10.6 Short Title list of Courses

10	Fundamentals of Information Search and Evaluation
19	Fiat Lux Freshman Seminars
20	Introduction to Information Studies
30	Information Technology in Society
89	Honors Seminars
89HC	Honors Contracts
99	Student Research Program
100	Perspectives on Literacy
110	Information Resources and Libraries
111	Ethnic Groups and their Bibliographies
-A	American Indian History and Culture
-B	African American History and Culture
-C	Latino History and Culture
-D	Asian-American History and Culture
189	Advanced Honors Seminars
189HC	Honors Contracts
200	Information in Society
201	Ethics, Diversity, and Change in Information Professions
202	History of Publishing and the Book Trade
203	Seminar: Intellectual Freedom and Information Policy Issues
204	Electronic Publishing
205	Cyberspace Law and Policy
207	International Issues and Comparative Research in Library and Information Science
208	Scholarly Communication and Bibliometrics

209	Seminar in Information Policy and Issues
220	Design of Library and Information Services
227	Information Services in Culturally Diverse Communities
228	Measurement and Evaluation of Information Systems and Services
233	Records and Information Resources
234	Contemporary Children's Literature
236	Historical Bibliography
237	Analytical Bibliography
240	Management of Digital Records
245	Information Access
246	Information Seeking Behavior
250	Techniques and Issues in Information Access
251	Seminar: Specialized Literatures
256	Information Resources for Business
257	Medical Information Resources and Libraries
258	Legal Information Resources and Libraries
259	Seminar: Information Access
260	Information Structures
269	Seminar: Information Structures
270	Introduction to Information Technology
272	Human/Computer Interaction
274	Database Management Systems
275	Development of Cultural Information Sources Using Digital Multimedia
276	Information Retrieval Systems: Structures and Algorithms
277	Information Retrieval Systems: Use-Centered Design
279	Seminar in Information Systems
280	Social Science Research Methodology for Information Studies
281	Historical Methodology for Information Studies
282	Principles of Information Systems Analysis and Design
285	Introduction to Research Design and Methodology
289	Seminar: Special Issues in Information Studies
290	Research Seminar: Information Studies
291A	Doctoral Seminar: Theoretical Traditions in Information Studies
291B	Doctoral Seminar: Research Method and Design
292	Doctoral Seminar: Information as Evidence
293	Doctoral Seminar: Information Retrieval
294	Doctoral Seminar: Information Policy
295	Doctoral Seminar: Information Seeking
296	Doctoral Seminar: Information Structures
297	Doctoral Seminar: Information Institutions and Professions
375	Teaching Apprentice Practicum
400	Professional Development and Portfolio Design
410	Management Theory and Practice for Information Professionals
415	Library Personnel Management
416	Interpersonal Communication Issues in Library Systems
421	Special Libraries and Information Centers
422	College, University, and Research Libraries
423	Public Libraries
424	Storytelling
425	Library Services and Programs for Children
426	Library Services and Programs for Youth
430	Collection Development and Acquisition of Library Materials
431	American Archives and Manuscripts
432	Issues and Problems in Preservation of Heritage Materials
435	Fundamentals of Bibliography
438A	Seminar: Advanced Issues in Archival Science – Archival Appraisal
438B	Seminar: Advanced Issues in Archival Science – Archival Description and Access Systems
447	Computer-Based Information Resources (Online Searching)
448	Information Literacy Instruction: Theory and Technique

455	Government Information
457	Health Sciences Librarianship
461	Descriptive Cataloging
462	Subject Cataloging and Classification
463	Indexing and Thesaurus Construction
464	Metadata
473	Information Technology and Libraries
497	Fieldwork in Libraries or Information Organizations
498	Internship
596	Directed Individual Study or Research
597	Directed Studies for Ph.D. Qualifying Examinations
598	MLIS Thesis Research and Writing
599	Ph.D. Research and Writing



### 1.11 OPPORTUNITIES FOR PUBLICATION

The School is proud of the work produced by its students and encourages students to pursue opportunities to publish.

Faculty Advisors and course instructors will, of course, indicate to students when work is of publishable quality and suggest avenues of publication.

In addition, students should be aware of the following publishing mechanisms.

InterActions: UCLA Journal of Education and Information Studies is a peer-reviewed electronic journal [<http://www.interactions.gseis.ucla.edu/>] that is committed to the promotion of scholarly work that examines areas of education and information studies via interdisciplinary and critical frameworks. A critical framework is any approach that expands our notion of traditional analyses of problems and issues. The journal seeks to link diverse theoretical and practical projects, as well as provides a space to record the voices of emerging scholars (graduate students and postdoctoral fellows), activists, and practitioners.

University Microfilms International will list and print the abstract of doctoral dissertations in Dissertation Abstracts International at no charge to the graduate. (UMI will file the application for copyright registration for \$25.) Instructions on the preparation and submission of dissertations and abstracts are available in the Graduate Division publication, Regulations for Thesis and Dissertation Preparation, which may be obtained from the Thesis and Dissertation Advisor, PLB 390. UCLA dissertations in the field of library and information science are housed on the 4th floor of the University Research Library.

University Microfilms International will list and print the abstract of master's papers in Masters Abstracts International for a fee to the graduate of \$25. (If the author wishes to register copyright with the Library of Congress, an additional fee of \$25 is charged.) Questions regarding copyright and publication can be directed to: Copyright Information and Registration Forms, Copyright Office, Library of Congress, Washington, D.C. 20559.



### 1.12 COMMENCEMENT

The School holds a Commencement in Spring honoring graduates from the MLIS, Certificate, and PhD programs. Representatives from the Student Governing Board assist in the planning of the ceremony. PhD students may wish to participate in the University's hooding ceremony, held in Spring Quarter as well. Notices on IS-ANNOUNCE provide information to students about these two important events.



## SECTION 2. THE UNDERGRADUATE PROGRAM

The Information Studies Department offers the following Undergraduate courses.

An \* next to the course number indicates that this course has been approved as a GE credit course.

### IS 10\* Fundamentals of Information Searching and Evaluation

This course is specifically designed to introduce and facilitate first year undergraduate students knowledgeable use of the UCLA libraries' bibliographic and information resources encompassing both general and specialized print and digital materials as well as relevant scholarly and professional literature in the humanities, physical and social sciences. Upon completion of this course, students are expected to have gained a mastery of basic UCLA library resources, information searching techniques and evaluation skills.

### IS 20\* Introduction to Information Studies

This course introduces undergraduate students to the field of information studies. It is a survey course of the nature and structure of information, information in culture, communities and organizations; information institutions, industries and markets; and, economic and political roles of information and information technology. This course introduces students to various forms and types of information and how information is disseminated in the humanities, physical and social sciences. The course also has a hands-on laboratory component that teaches students how to search for and retrieve information from digital and print sources and how to evaluate information.

### IS 30 Information Technology in Society

This course introduces students to the ways in which the Internet and related technologies are helping to reorganize a wide variety of relationships in society. The course examines the origins of the Internet, ways in which the Internet is utilized, access to information and information technology in organizations and workplaces.

### IS 110\* Information Resources and Libraries

This course is designed for undergraduate students at the sophomore level and above and builds upon the concepts, theories and skills taught in IS 10. This course teaches students how to efficiently retrieve information from bibliographic and information resources available through UCLA and those found in the outside community that encompass both general and specialized materials as well as relevant scholarly and professional literature in the arts, humanities, natural sciences, professions and social sciences. Upon completion of this course, students will gain an understanding of disciplinary specific and specialized information sources, databases and retrieval tools.

### IS 19 Fiat Lux Seminars

During the year, the Information Studies department offers several Fiat Lux Seminars. Seminars focus on specific issues and current topics of importance taught by Information Studies faculty members in their areas of expertise. Recent seminar topics include: Digital Security, New Media, and Records and Archival issues.

### IS 111A-111E

- 111A Ethnic Groups and Their Bibliographies: American Indian History and Culture
- 111B Ethnic Groups and Their Bibliographies: African American History and Culture
- 111C Ethnic Groups and Their Bibliographies: Latino History and Culture
- 111D Ethnic Groups and Their Bibliographies: Asian American History and Culture
- 111E Ethnic Groups and Their Bibliographies: Jewish History and Culture

These courses are designed to provide undergraduate students with an understanding of

bibliographic resources located within specific ethnic groups. Particular attention is given to providing a historical and cultural context within which these resources are located. Courses are taught by faculty members who have specialized training, knowledge and experience.



### SECTION 3. THE MLIS PROGRAMS;

This course of study provides basic and specialized competencies leading to a Master of Library and Information Science (MLIS) degree. A student will normally require a minimum of two academic years (72 quarter units) of graduate study to complete the program; part-time students typically complete the program in three years (maximum: 10 quarters). Persons holding this degree or its equivalent should be prepared for professional practice.

#### 3.1 COOPERATIVE DEGREE PROGRAMS

Several specialties represent cooperative degree programs between the department and other schools and departments of the University through which the student may be able to obtain two degrees in a shorter period of time than would be possible otherwise. Students wishing to participate in a cooperative degree program must be accepted by both degree programs and complete course work that satisfies the combined set of requirements.

##### 1. MLIS/MA Latin American Studies.

An articulated degree program between the Department and Latin American Studies.

Course requirements: twelve IS courses (48 total IS units): includes the core, one research methods, three 200-series courses with a Latin American focus, and additional electives. A 596 (independent study) may substitute for one of the 200-series IS courses. In addition to the Library/Information Science field, the student must choose two other fields, completing three courses in each of the two fields. Check the UCLA General Catalog for specific language requirements.

##### 2. MLIS/MBA.

A concurrent degree program of the Department and the Graduate School of Management. Course requirements: twelve IS courses (48 total IS units), including the core, one research methods course, and additional IS electives; 21 AGSM courses (84 units). The AGSM field study meets the IS specialization paper requirement.

##### 3. MLIS/MA History.

A concurrent degree program of the Department and the Department of History.

Course requirements: twelve IS courses (48 total IS units), including the core courses, one research methods course, and additional electives; nine History courses (36 units).



#### 3.2 COURSES

The required courses provide basic professional competencies for work in the field. In addition students must complete elective courses focusing on an area of specialization.

Students who enter Fall '01 through Fall '03 are required to complete four introductory courses: IS 200, 260, 245, 410. To fulfill the course requirement the student will take a total of 18 courses, which may include internships/fieldwork and independent study.

Students entering fall '04 and after are required to complete six core courses: IS 200, IS 201, IS 245, IS 260, IS 270, and IS 410. To fulfill the course requirement the student will take a total of 18 courses, which must include one course in research methodology, and may include

internship/fieldwork (12 units) and independent study (8 units).

### 3.2.1 Research Methodology Requirement

The IS requirement for research methodology may be met in any of the following ways. Whichever method is used to meet the requirement, the student should consult with the faculty advisor and any other appropriate individuals.

1. Students entering after Fall '95 through fall '03 may complete a 4-unit IS course designated as meeting the requirement; this includes courses 280 (Social Science Research Methodology for Information Studies), 281 (Historical Methodology for Information Studies), and 282 (Principles of Information Systems Analysis and Design).

Students entering fall '04 and after (and those entering Fall '03 if they so choose) may complete a 4-unit IS course designated as meeting the requirement. The approved courses include: IS 208 Scholarly Communication and Bibliometrics, IS 228 Measurement of Evaluation of Information Systems and Services, IS 280 Social Science Research Methodology for Information Studies, IS 281 Historical Methodology for Information Studies, and IS 282 Principles of Information Systems Analysis and Design,

2. The student may complete a graduate level course in research methods from another UCLA department; for example, a student in the joint MLIS/MA in History program might want to take one of the historiography courses offered by the History Department. The Faculty Advisor must approve the course on the Research Methods Requirement Approval form.

3. If the student has official record of having completed a graduate level course in research methods (comparable to a course in the IS cluster) or directly applicable to the student's area of specialization, the research methods requirement will be met and that student may substitute an additional elective for a research methods course. The Faculty Advisor must approve the course on the Research Methods Requirement Approval form.

4. If the student believes that some combination of her/his academic and/or employment background meets this requirement, that student may petition the faculty through the Faculty Advisor to count that prior experience as meeting the research methods requirement and that student may substitute an additional elective for a research methods course.

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### 3.3 COURSE OPTIONS

In addition to the formal coursework in the School or in other schools and departments, as specified above, the student has the following options.

Credit for Prior Coursework, Degrees, or Competencies: Students may petition to have prior coursework applied to their specialization. Such courses might include historical studies, musicology, legal research and writing, courses in the sciences or in literature, or similar work applicable to particular specializations. To do so, students must have selected an area of specialization, and the petition must clearly show the relationship of the prior coursework to the chosen specialization. Thus, although students with advanced degrees in subject fields may find that their mastery of a specific subject will be a help in the field of information studies, they should not anticipate that their curriculum at IS will be automatically shortened or any part of it omitted. Ordinarily the degree requirements are reduced by no more than 8-units.

Petitions must be submitted to the Professional Program Committee on the form provided at <http://is.gseis.ucla.edu/students/PetitionPPC.pdf>, a copy of the transcript showing the previous work, an official catalog description, and a recommendation from the faculty advisor must be included. The petition should be handed in to the Student Affairs Officer, 102B GSE&IS Bldg. at least one quarter prior to completion of the program.

Only in unusual cases may credit be allowed for library, archival, information science or informatics coursework taken elsewhere.



### **3.4 FACULTY ADVISOR;**

An incoming student is assigned to a Faculty Counselor, who meets with the student at least once each quarter in order to review academic progress and program of study..

The student and the Faculty Advisor together plan a program of study to develop a specialization that meets the student's academic and career objectives. Every quarter the student meets with the Faculty Advisor at least once, typically shortly before enrollment occurs.

The Faculty Advisor has responsibility for approving the specialization. Therefore, it is essential that students meet regularly with their Faculty Advisors in planning a program of study.



### **3.5 SPECIALIZATION AREAS;**

#### **3.5.1 Specialization Areas for Students Beginning Fall '01**

Three specializations have been approved for students who are beginning their MLIS programs in fall '01 and after.

##### **3.5.1.1 Library Studies Specialization**

Libraries exist to provide access to recorded information and knowledge in all of its formats. To accomplish this mission, librarians acquire materials-- including books, audio and visual recordings, digital resources, and periodicals--and organize them for ease of access. They educate library users in strategies for finding needed information. Librarians encourage reading for pleasure, education, information, and inspiration; and they facilitate the creation of communities of readers. Librarians are strong advocates for all people's right to read and to inform themselves. A library can serve as an intellectual commons for a particular community, enabling people to come together around areas of mutual interest. In fact, libraries serve as the focal points for communities of many kinds--imagined communities as well as ones that are geographically determined (national, state and public library service areas) or institutionally based (in school, academic and corporate settings).

The library studies specialization at UCLA stresses the development of leaders for the profession and a commitment to the core values of the profession as articulated by the American Library Association:

- Access
- Confidentiality/Privacy
- Democracy
- Education and Lifelong Learning
- Intellectual Freedom
- Preservation
- The Public Good
- Professionalism
- Service
- Social Responsibility

In addition to learning about values and ethics, this specialization also enables students to gain the competencies recommended by other professional associations, such as the Special Libraries Association and the California Library Association, and to begin to engage in activities of professional associations, emphasizing regional, ethnic, national and other concerns. UCLA supports strong student chapters of the American Library Association and the Special Libraries Association, and has its own Activist Librarians and Educators group and Diversity Recruitment and Mentoring Committee.

Within the library studies specialization, students learn the functional activities associated with the profession such as collection development, public services, cataloging and classification, service to children and young adults, and outreach to underserved populations. Students may also take classes that prepare them to work in a particular type of library, such as public, academic, or corporate. When they graduate they will have the basic professional skills expected of all beginning librarians as well as an understanding of the dynamic nature of the field and the challenges and opportunities it presents.

Faculty research interests and information on their ongoing research projects relative to this area can be found on their respective websites. The following lists a broad array of student interests within this specialization:

- Services to children and youth in multicultural communities
- Information literacy instruction
- Preservation of library materials in all formats
- Digital reference services including the creation of electronic resources as well as email and chat reference
- Design of library collections and services to meet intergenerational needs and the needs of specific communities including people with disabilities.
- Ethical and legal issues, such as copyright, intellectual freedom, Implications of the USA PATRIOT Act
- History of the book and bibliography
- People's information needs and information-seeking behavior
- Library partnerships and collaborations
- The libraries role in bridging the digital divide
- Design of library buildings
- Library partnerships and collaborations

Students specializing in Library Studies complete a course of study which combines core courses, elective courses, and practical experiences such as internships, field work and research opportunities. Students are required to take a minimum of one research methods course such as systems analysis, historical methods, or social science research methods; students wishing to pursue more in-depth research may take independent study courses or write a thesis.

To better prepare themselves for positions of leadership, many students choose to culminate the program by preparing a portfolio instead of writing a thesis.

Students are strongly encouraged to take advantage of the internship and field experience opportunities available at the more than 250 departmental approved sites in southern California including local academic and public libraries and libraries in special settings such as law firms, the Henry E. Huntington Library in San Marino or the Ninth Circuit Court of Appeals in Pasadena. Other internships include national or international sites such as the Congressional Research Service (through the University of California in the District of Columbia) or St. Petersburg State University of Culture. These associations offer many opportunities for participation in the life of the Information Studies Department and the broader professional community. In addition, students are encouraged to take cognate courses outside the department in the humanities as well as the social and physical or life sciences, which will prepare them to serve particular communities, manage specific organizational settings or work with particular subject content.

The master's program in library and information studies has held continuous accreditation from the American Library Association (ALA) since 1961. ALA accreditation assures the educational community, the general public, and other agencies or organizations that an institution or program (a) has clearly defined and educationally appropriate objectives, (b) maintains conditions under which their achievement can reasonably be expected, (c) is in fact accomplishing them substantially, and (d) can be expected to continue to do so.

<http://www.ala.org/ala/accreditation/accredstandards/standards.htm>

### **3.5.1.2 Archival Studies Specialization**



Archives play a critically important role in many aspects of society. As repositories of a culture's unique documents, records and other texts, archives serve as basic tools for social accountability, the preservation and dissemination of historical memory, and the development of a richer understanding of cultural, social and political forces in an increasingly digital and networked world.

In addition to covering traditional archives and manuscripts theory and practice, this area of specialization addresses the dramatic expansion of the archival field. It charts how accelerating technological developments have changed both the form of the record and methods for its dissemination and preservation. It responds to shifting social and political conditions as well as the increased codification of archival practice through local and international standards development. It actively engages debates about archival theory and societal roles in diverse archival and cultural jurisdictions.

The specialization comprises a range of courses, experiential components, and research opportunities. Courses explore the full spectrum of archival materials (e.g., paper and electronic records, manuscripts, still and moving images, oral history); the theory that underlies recordkeeping, archival policy development and memory-making; and the historical roles that recordkeeping, archives, and documentary evidence play in a pluralized and increasingly global society. All students in Archival Studies are required to take IS 431 American Archives and Manuscripts as a foundation course for the specialization. Advanced seminars and an outstanding array of internship opportunities prepare students to play leadership roles in archives and manuscripts administration, records management, archival education and training, preservation, digital curatorship, recordkeeping policy development, archival systems design, electronic records management, and digital asset management. Students will also be expected to take research methods and statistics, and the core requirements for the M.L.I.S. degree. Students may select additional electives from Information Studies and/or from the following areas: American Law, Anthropology, History of Science, Moving Image Archival Studies, Management, Museum Studies, Sociology, History, and inter-disciplinary studies programs that are offered in other UCLA departments and schools. Dual master's degrees are available with the Anderson School of Management, Latin American Studies and Asian American Studies (pending).

Students are strongly encouraged to avail themselves of internship and field experience opportunities available at over 250 approved sites in the southern California area. Internship sites include archives, museums, libraries, and information centers in such prestigious organizations as Cedars-Sinai Medical Center, RAND Corp., the Getty Center for the History of Art and the Humanities, the Ronald Reagan Presidential Library, the L.A. County Museum of Art, DreamWorks SKG, Walt Disney Imagineering, the Japanese American National Museum, the University of Southern California, and the Henry E. Huntington Library. Many internships are also available within UCLA, including UCLA Special Collections, Mayor Tom Bradley Collection, UCLA Film and Television Archive, the UCLA Ethnomusicology Archive, and the UCLA Oral History Program. Students are also able to participate in additional internship programs both nationally and internationally.

Archival students may also choose to complement their coursework with research experience. Information Studies faculty associated with the Archival Studies specialization have obtained funding from many prestigious research agencies including the National Endowment for the Humanities, the U.S. Department of Education, the National Historical Publications and Records Commission, the National Science Foundation, the Institute for Museum and Library Services, the Australian Research Council, the Centre national de la recherche scientifique (CNRS - France), the Commission on Library and Information Resources, and Intel Corporation for projects as diverse as curricular innovation in archival education, use of primary sources in elementary and undergraduate science education, preservation of electronic records and digital music composition, new paradigms for educational access to archival resources, evaluation of online archives and museum resources, and the development of prototypes for digital retrieval of archival film. See: <http://is.gseis.ucla.edu/research/index.htm> as well as the Center for Information as Evidence <http://gseis.ucla.edu/cie/index.htm> for further information on ongoing research initiatives relating to the Archival Studies specialization.

Examples of student emphases within the Archival Studies specialization include:

- Appraisal and collection-building
- Preservation of traditional and digital materials in a range of media
- Development of new methods for providing access based on the needs of diverse and non-traditional constituencies
- Design and development of automated records creation and recordkeeping systems
- Design and development of archival information systems, metadata including, inventories, finding aids and specialized indexes
- Curatorship of both site-specific and virtual exhibits
- Development, evaluation, and advocacy of archival and recordkeeping law and policy
- Scholarly research on comparative archival traditions
- Use of archival content in K-12 education
- Intellectual property management and digital licensing of primary sources
- Archival administration: from staff development to grant writing
- Providing reference and outreach services
- Management of special collections, archives, and manuscript repositories
- Design and supervision of digitization initiatives

Graduates may work in both the private and public sectors in a number of roles, and are likely to work closely with others such as records creators, historical researchers, technologists, public officials, journalists, lawyers, and non-traditional users of archives.

In addition to promoting the highest professional standards in archival activities, students are challenged to provide leadership within their own field and to advocate for archives and records concerns to the wider community. They will be challenged to investigate common orthodoxies in order to encourage innovation and to re-think traditional models of archival organization and service to address the rapidly changing needs of the field and the increasingly diverse populations of records creators and users.

UCLA also supports strong student chapters of the Society of American Archivists and the Association of Moving Image Archivists.

### **3.5.1.3 Informatics Specialization**

Informatics is the emerging discipline that envisions information technology design and use in terms that include its larger institutional, social, cultural, and cognitive dimensions. As information technology is applied to an ever-widening variety of contexts, including work, home, shopping, and public spaces, these new applications require a corresponding shift in the ability of information professionals to design, manage and evaluate information services.

Informatics is premised on the observation that successful design and integration of information technologies into society requires a sophisticated understanding of information seeking and use, metadata, user-centered design, electronic information genres, and how information technologies function as vehicles of power and social action. Students who complete the Informatics specialization will thus be well equipped to design modern information services, including digital libraries and repositories, metadata services, user training and relations, technical information retrieval, in a wide variety of institutional contexts, whether that be within libraries, archives, electronic media and publishing, cultural heritage institutions, standardization organizations, government, non-profits, or online businesses.

The Informatics specialization integrates educational offerings with both practical, in-the-field components and research opportunities. Courses explore theories of information-seeking behavior and information use; theoretical foundations and diverse approaches (e.g., ethnographic, participatory, user-centered) to information system design; human-computer interaction; design of metadata schemas for the provision of electronic services; database design and management; and information policy, including intellectual property, informational privacy and internet governance.

Some courses within the Informatics specialization may require that students have completed a computer programming course. Informatics students will be expected to take as their research

methods requirement IS 282, "Principles of Information Systems Analysis and Design" as well as other core requirements and recommended electives in Library and Archival Studies. In addition, students will be encouraged to take cognate courses outside the Department, in Moving Image Archival Studies, Computer Science, Electrical Engineering, Law, Music, Biology, Geography, Cybernetics, Economics, Psychology, Anthropology, Ethnic studies, Management and/or any program which may usefully complement informatics training with a focus on particular communities, organizational settings, or subject content.

Students in the informatics specialization are strongly encouraged to avail themselves of departmentally approved internship and field experience opportunities available at over 250 internships in the Southern California area. Internship sites include high-tech firms, information service providers, libraries, archives, and information centers in a wide array of organizations including the Metropolitan Transportation Authority, the NASA Jet Propulsion Laboratory, DreamWorks SKG, Symantec, the Getty Research Institute, Amgen, Infotrieve, the Superior Court of Los Angeles County, the Center for Nonprofit Management, and the Cedars-Sinai Information Center. Several internships are also available within UCLA, including the Fowler Museum for Cultural History, the California Center for Population Research, the Social Science Data Archive, and others. Students also are able to participate in other internship programs, nationally and internationally.

Informatics students may also choose to complement their coursework with research experience. IS faculty associated with the Informatics specialization have obtained funding from prestigious agencies, including the National Science Foundation, the National Historical Publications and Records Commission, France's Centre National de la Recherche Scientifique, and others, to conduct research in the areas of digital preservation of authentic records ([www.gseis.ucla.edu/us-interpares](http://www.gseis.ucla.edu/us-interpares)), digital library design, implementation and evaluation ([is.gseis.ucla.edu/adept](http://is.gseis.ucla.edu/adept)), information as evidence ([www.gseis.ucla.edu/cie](http://www.gseis.ucla.edu/cie)), and embedded networked sensing ([www.cens.ucla.edu](http://www.cens.ucla.edu)).

Examples of student emphases within the Informatics specialization include:

- Information architecture
- Community and social informatics
- Digital preservation
- Electronic commerce strategies
- Electronic delivery of government services
- Digital asset management
- Design, management and optimization of metadata for information services
- Participatory and ethnographic methods for user research and system design
- Human-computer interaction, Web usability and interface design
- Database design, management, and evaluation
- Data warehousing and mining
- Standardization processes, Internet governance and information policy
- Ontology engineering, infrastructure and applications for the
- Semantic Web
- Design and evaluation of information metrics
- Geographical Information Systems
- Information retrieval
- Electronic publishing and scholarly communication services

In each of those areas, students will be challenged to identify new emerging relationships between information, information users, and the technologies that support information use, as well as how to steer those relationships in ways mindful of cultural diversity and social equity. Students of the Informatics specialization will thus be not only well-prepared to operate effectively in an area characterized by rapid technological and institutional change, but also, to provide the intellectual and professional leadership necessary in such times of transition.

UCLA also support an award-winning chapter of the American Society for Information Science and Technology (ASIST).



### 3.6 CORE COURSES

#### 3.6.1 Core Curriculum (Fall '01 through fall '03)

##### REQUIRED CORE COURSES:

##### IS 200 INFORMATION IN SOCIETY

Examination of the processes by which information and knowledge are created, integrated, disseminated, organized, used and preserved. Topics include history of communication technologies, evolution of literacy, development of the information professions, and social issues relating to information access.

##### IS 260 INFORMATION STRUCTURES

Introduction to the various systems and tools used to organize materials and provide access to them. Emphasizes generic concepts of organization, classification, hierarchy, arrangement and display of records. Provides the background for beginning and advanced studies in cataloging, reference, information retrieval and database management.

##### IS 245 INFORMATION ACCESS

Prerequisites: 200 and 260. Provides fundamental knowledge and skills enabling information professionals to link users with information. Overview of: the structure of the literature in different fields; information seeking behavior of user groups; communication with users; development of search strategies using print and electronic sources.

##### IS 410 MANAGEMENT ISSUES IN LIBRARIES AND OTHER INFORMATION AGENCIES

Principles of management, emphasizing management techniques applicable to libraries of various types and to library systems. Special attention to the management of human as well as technical resources.

##### ONE RESEARCH METHODS COURSE FROM THE FOLLOWING OPTIONS:

##### IS 281 HISTORICAL METHODOLOGY FOR INFORMATION STUDIES

Prerequisite: IS 200. Introduction to historical research as it relates to library and information science. Identification of key primary and secondary source material for writing history in the field. Critical analysis of selected histories of the various areas in the profession. Problem oriented approach.

##### IS 282 PRINCIPLES OF INFORMATION SYSTEMS ANALYSIS AND DESIGN

Theories and principles of special systems development, including determination of requirements, technical design and evaluation, and internal organization.

##### IS 280 SOCIAL SCIENCE RESEARCH METHODOLOGY FOR INFORMATION STUDIES

Role of research in bibliography, librarianship, and information science. Identification and design of research problems. Historical, statistical, analytical, and descriptive techniques.

**NOTE:** Students choosing the Archival Studies area of specialization are required to take IS 431 before enrolling in an archival internship.

**In order to achieve a balanced curriculum students are strongly encouraged to take one additional course in each of the following areas:** Information Management; Information

Structures; and Information Access.



### 3.6.2 Core Curriculum (Fall '04 and after)

#### REQUIRED CORE COURSES:

##### IS 200 INFORMATION IN SOCIETY

Examination of the processes by which information and knowledge are created, integrated, disseminated, organized, used and preserved. Topics include history of communication technologies, evolution of literacy, development of the information professions, and social issues relating to information access.

##### IS 201 ETHICS, DIVERSITY, AND CHANGE IN INFORMATION PROFESSIONS

**Service learning course that serves as a forum to discuss, learn, and understand ethical challenges of multicultural information society that shape societal, professional community, and individual views and impact professional practice, decision making, and public policy.**

##### IS 245 INFORMATION ACCESS

Prerequisites: 200 and 260. Provides fundamental knowledge and skills enabling information professionals to link users with information. Overview of: the structure of the literature in different fields; information seeking behavior of user groups; communication with users; development of search strategies using print and electronic sources.

##### IS 260 INFORMATION STRUCTURES

Introduction to the various systems and tools used to organize materials and provide access to them. Emphasizes generic concepts of organization, classification, hierarchy, arrangement and display of records. Provides the background for beginning and advanced studies in cataloging, reference, information retrieval and database management.

##### IS 270 INTRODUCTION TO INFORMATION TECHNOLOGY

Introduction to theories and principles of information technologies. Topics include social issues of information technologies and design and development of information systems. Background for further studies in information retrieval and design and maintenance of information systems.

##### IS 410 MANAGEMENT ISSUES IN LIBRARIES AND OTHER INFORMATION AGENCIES

Principles of management, emphasizing management techniques applicable to libraries of various types and to library systems. Special attention to the management of human as well as technical resources.

ONE RESEARCH METHODS COURSE FROM THE FOLLOWING OPTIONS (for alternate methods see 2.2.1):

##### IS 208 SCHOLARLY COMMUNICATION AND BIBLIOMETRICS

**Preparation: on inferential statistics course. Survey of current theory, method, and empirical studies at intersection of scholarly communication and bibliometrics, seeking to understand flow of ideas through published record, whether in print, electronic form, or other media.**

##### IS 228 MEASUREMENT AND EVALUATION OF INFORMATION SYSTEMS AND SERVICES

Preparation: one research methods course. Recommended: one library automation course.

Information systems and services from points of view of their cost and effectiveness in meeting desired objectives. Review of principles of costing. Study of literature in which measures have been developed to evaluate effectiveness of document collections, reference and information retrieval services, document delivery systems, networking, and technical services, including circulation, acquisitions, and document description.

### IS 281 HISTORICAL METHODOLOGY FOR INFORMATION STUDIES

Prerequisite: IS 200. Introduction to historical research as it relates to library and information science. Identification of key primary and secondary source material for writing history in the field. Critical analysis of selected histories of the various areas in the profession. Problem oriented approach.

### IS 282 PRINCIPLES OF INFORMATION SYSTEMS ANALYSIS AND DESIGN

Theories and principles of special systems development, including determination of requirements, technical design and evaluation, and internal organization.

### IS 280 SOCIAL SCIENCE RESEARCH METHODOLOGY FOR INFORMATION STUDIES

Role of research in bibliography, librarianship, and information science. Identification and design of research problems. Historical, statistical, analytical, and descriptive techniques.

**NOTE:** Students choosing the Archival Studies area of specialization are required to take IS 431 before enrolling in an archival internship.

**A total of 72 quarter units (18 courses) are required to complete the MLIS degree**

**All students entering the MLIS program have the option of preparing a portfolio or writing a thesis for their culminating project.**



## 3.7 THESIS OPTION (Plan 1)

Research for the thesis may be carried out in any of the existing areas of specialization.

### 3.7.1 Department Guidelines

1. The MLIS thesis committee must be composed of at least three Academic Senate faculty members (two must be in IS and the third member may be from another department). Nomination of Master's Committee form is in PDF format at <http://www.gdnet.ucla.edu/gasaa/library/nominintro.htm>
  2. Students are encouraged to develop their proposal by the end of spring quarter of the first year. For full-time students the thesis proposal should be approved by the thesis committee no later than the end of Fall quarter of the second year.
  3. To be eligible to submit the thesis proposal, the student must:
    - a. be in good academic standing (cumulative GPA above 3.0)
    - b. have met all the IS entrance requirements, and
    - c. have taken, or be completing in the current quarter the required core and research methods courses.
    - d. have completed all incompletes.
  4. As necessary, any questionnaires or interview forms used in MLIS thesis research must be approved by the appropriate Human Subject Protection Committee (HSPC) at UCLA (at the same time as the proposal or shortly thereafter).
  5. The thesis requires substantial coursework. In most cases, up to 12 units total will be applied toward the degree. In addition to 8 to 12 units of directed study 596 or 598, the student's advisor may recommend an additional four units in a course from a cognate department related to the topic of the thesis.
- Recommendations for independent study courses:

- a. IS 596 "Individual Directed Study" with the thesis advisor on proposal (usually Fall term).
  - b. IS 598 "MLIS Research and Writing" (2 to 8 units may be taken with advisor or readers).
6. Students must obtain the appropriate university forms and instructions from the Student Affairs Officer (102B GSE&IS Bldg.).
  7. The student is responsible for scheduling a date and the room for a final oral presentation of his or her thesis.
  8. The student is responsible for filing the final thesis with the thesis and dissertation manuscript advisor, Office of the University Archivist. \



### **3.8 THE PORTFOLIO ASSESSMENT REQUIREMENT (Plan 2)**

#### **3.8.1 Students Entering Fall 2000 and After**

The portfolio preparation and presentation is to be a culminating experience for the years in the MLIS program, comparable to a comprehensive examination or thesis. The portfolio is to be a presentation of its author's professional self, as developed in the MLIS program. The student submits the recorded form of the portfolio in advance, then gives an in-person presentation to a panel of three.

As of fall 1998, the comprehensive examination is no longer an option. Students wishing to write a thesis should consult with their advisors to make appropriate arrangements. The portfolio assessment is optional for those writing a thesis, and required for those not writing a thesis.

##### **3.8.1.1 Goals of the Portfolio**

The general goals of the portfolio assessment are the following:

1. Provide an opportunity to integrate one's learning across the entire MLIS.
2. Develop skills and awareness in the management of one's own professional career.

The specific goals of the portfolio assessment, designed to meet the above general ones, are the following:

1. Present one's cumulative accomplishments in the MLIS program.
2. Reflect on one's significant learning in the program, especially in the core.
3. Reflect on one's career goals, and how the work in the program has moved one toward that end.

NOTE: Though this project is intended to be a culminating experience for study for the MLIS degree, it is also intended to be the first project or activity one carries out as a professional. As a professional, one must meet the requirements of a project or report, to be sure, but also express and carry forward one's own professional objectives and interests. The student should worry less about pleasing the panel or satisfying the formal requirements--by the end of the second year in the program that should be an easy challenge—and think more about shaping and articulating one's own career for presentation.

##### **3.8.1.2 Professional Development Course**

The Professional Development course (IS 400) is designed to help students assemble their portfolios and to think systematically about their ongoing professional development. It is not a required course, but it will be offered in the winter quarter for those students who wish to take it.

##### **3.8.1.3 Portfolio Preparation**

As the portfolio is to demonstrate the growth and reflection of the student during the MLIS

program, it is highly advisable to anticipate this project from the beginning of the program. In a meeting with the advisor each quarter, the student identifies current interests and goals for learning, and notes where those interests and objectives have changed. Such reflection throughout the program greatly enhances the quality of the final result.

Example goals for learning:

- To become familiar with career options in the film industry.
- To learn how public libraries can help adults acquire literacy skills.
- To acquire the minimum knowledge and skills needed to work as a cataloger in an academic library.
- To satisfy the pre-professional education requirements of the Society of American Archivists.
- To become proficient in multimedia design and development.

By the end of the first year, or the completion of 36 credits, the student should have identified three to five goals for learning, which s/he can present with the portfolio. Such goals may change as one progresses through the program; part of the portfolio preparation is to be able to articulate professional objectives and the motivations that lead to changes in them.

In this process, the advisor should be an important source of information and mentoring. If the advisor relationship is not fulfilling in this regard, the student should consult with other faculty and/or change advisors. As the advisor will head the review panel, it is recommended that the student show the portfolio in advance to the advisor, in order to get any needed feedback.

### 3.8.1.4 Portfolio Components

1. a. Introduction – motivation for pursuing the MLIS, obstacles encountered in getting into the program or while in the program.
- b. Core Learning - to reflect the students' definition and comprehension of three to five themes that underpin the master's program
- c. Statement of Specialization and achievements to date
- d. Leadership statement - to include professional and other activities
- e. **Professional Goals - to include a plan for continuing education.**
- f. **Conclusion – to frame the student's experience in the department as well as to draw conclusions about the future.**
2. Examples of work
  - a. One or more examples of work from a core course
  - b. One or more examples of work from an elective course in area of specialization (not the major paper or thesis)
  - c. The major paper or thesis.

The major paper requirement is met by completing a major paper in an elective course. [TAUGHT BY A MEMBER OF THE GSE&IS LADDER FACULTY; THE PAPER MUST COUNT AT LEAST 40% OF THE COURSE GRADE.] A grade of B or better must be earned in this course. Normally the paper will be in the student's area of specialization. Students may



NOT use the same course to satisfy both the paper and the research methods requirement.

3. A record of student's advising history.
4. A professional resume.
5. Any other supporting documentation that the student wishes to present.

### 3.8.1.5 Portfolio Submission

Students wishing to present their portfolio must meet these requirements:

- Both prerequisites for the program completed.
- One year of academic residency completed.
- Must be in good academic standing, i.e., minimum cumulative GPA = 3.0.
- Must have finished or be in the process of taking that quarter the core classes and the research methods requirement.
- All incompletes completed.

Three copies of the portfolio are due to the Administrative Assistant of the Faculty by Friday of second week of the term in which the portfolio is to be presented.

The presentation copy goes to the advisor.

All portfolios must be small enough to fit into a #7 Jiffy bag (see the AA).

Paper format is still considered the criterion format for the time being. The portfolio should be in paper form; anything in other forms is considered extra.

Materials presented in non-paper form should have paper-based instructions noting the technical support needed for presentation.

### 3.8.1.6 Portfolio Presentation

Portfolio presentations may be made in Fall, Winter, and Spring only. Students normally make presentations in their final quarter in the program. Those completing work in summer generally present the portfolio in Spring quarter.

Students must submit a completed **DECLARATION OF INTENT TO PRESENT THE PORTFOLIO** Form to Student Services (102B GSEIS Bldg.) no later than the fifth week of the quarter BEFORE the one in which they intend to present, so that the appropriate review panels can be scheduled. The form must be signed by the faculty advisor. The form is available in PDF format under Forms at <http://is.gseis.ucla.edu/students/index.htm>

The Professional Programs Committee (PPC) sets dates for portfolio presentations early in each quarter. All portfolios are due on the same date each quarter, though presentations may range over several weeks from the middle to the end of the quarter. Portfolio copies will be given in advance to the members of the review panel.

The PPC assembles review panels consisting of the student's advisor, one additional faculty member, and one practitioner. The practitioner must have a MLIS or equivalent level of education and experience, to be determined by the faculty. The Administrative Assistant schedules student presentations, trying, where possible, to get a good match among practitioner, faculty and student interests, but an ideal match cannot be guaranteed, beyond including the advisor on the panel.

Portfolio presentations are scheduled for a total of 45 minutes. The first five minutes or so are devoted to a discussion among the panel without the student present, the next 20-25 minutes are for the presentation to the panel, and the final 15-20 minutes are for the panel discussion *in camera*. It is the obligation of the student (and, if need be, the advisor) to limit the presentation to the allotted time. For the portfolio presentation portion only, outsiders may be admitted with the permission both of panel members and student presenter.

Ordinarily, the presentation includes a brief statement of the student's accomplishments in the MIS program, a description of the student's professional goals, and a highlight of one example of student work, which may be presented in any format. The review panel may question the student about any aspect of the portfolio. In the final minutes of the presentation, the review panel and the student have a general discussion of the student's academic work and professional goals.

### **3.8.1.7 Portfolio Evaluation**

Review panels evaluate the portfolio on the following points:

- Completeness and overall quality of student course work presented
- Evidence of student reflection on academic work, progress towards meeting professional goals, and leadership potential
- Appearance and organization of portfolio
- Oral presentation.

Following the student presentation of the portfolio, the review panel then confers privately and after deliberation assigns one of three grades: Pass with distinction; Pass; Fail. The chair of the panel then invites the student to return to the room where s/he will be given the results in a sealed envelope to ensure confidentiality and privacy.

Students who fail must correct problems and make a successful portfolio presentation in order to graduate. If the sources of failure are modest, the panel will give recommended revisions to the advisor, who will oversee the student's reworking of the portfolio in time to present again during the same quarter. If the sources of failure are major, or if a student with modest problems wishes to take longer to revise the portfolio, then the student must enroll in the next quarter or pay a filing fee and present the portfolio again in the usually scheduled time period for presentations.

Failure a second time leads to being dropped from the program.

Students are notified in writing within two weeks of presenting the portfolio.



## **3.9 DISQUALIFICATION AND APPEAL OF DISQUALIFICATION**

Termination of graduate status may be recommended if students fail to maintain substantial progress toward completion of the degree; or if the cumulative grade-point average falls below a 3.0 or, if the work in any two consecutive quarters falls below a 3.0 average, or by failure of the comprehensive examination on two successive tests. Such a recommendation is made by the Executive Committee of the Faculty based on the advice of the faculty adviser and the Chair. The Chair will notify the student in writing of the decision together with the reasons for it. Students may appeal such action by formal petition to the faculty.



## **SECTION 4. INTERDEPARTMENTAL DEGREE PROGRAM – Moving Image Archive Studies**

The Master of Arts (MA) in Moving Image Archive Studies (MIAS) is a two-year professional program. The goal is to give a broad education grounded in the historical, critical, and theoretical with practical on-site training and apprenticeships (internships). It is a synthesis of media studies and information studies, drawing from the Departments of Film & Television and Information Studies and the UCLA Film Archive.

The areas from Information Studies are appraisal, conservation, arrangement/description, cataloging standards, and information systems and accessibility. From Film & Television come the historical, aesthetics, and industrial modes of production, and research methods.

Students must complete courses for 72 quarter units in this full-time two year program. See [www.mias.ucla.edu](http://www.mias.ucla.edu) for details.



## SECTION 5. THE POST MASTERS CERTIFICATE OF SPECIALIZATION

The Post MLIS Certificate of Specialization Program meets the need for specialized training in various areas of information policy, information access, information systems, libraries and other information institutions, and information organization, as well as research competence. Further specialization within these fields is possible. A minimum of nine courses (100, 200, 400, and 500 series) must be completed in the Department of Information Studies and other departments of the University. A research paper, bibliographical study, or literature survey appropriate for publication (in a professional or scholarly journal or as a separate paper) must be completed by the final quarter of study, usually in connection with enrollment in course 596. The specialization paper or project is required even if you have an advanced academic degree in which a thesis or dissertation was a requirement and must be approved by your faculty adviser.

The Post-MLIS Certificate of Specialization is designed for holders of the MLIS degree who either:

1. Want to redirect their careers and need the structure of a nine-course program and specialization paper to accomplish that;
2. Want to update knowledge and skills across the discipline, and require the structure of a nine-course program and specialization paper to accomplish those goals;
3. Recently graduated from a less comprehensive MLIS degree program than that offered by UCLA and did not have the opportunity to specialize.

Part-time enrollment is encouraged to provide flexibility for the working librarian. Opportunities for relevant coursework outside the department and internship, both on and off campus, are available. Applicants must provide a well-articulated academic plan and find a faculty sponsor. Individual interviews are required



## SECTION 6. THE DOCTORAL PROGRAM in INFORMATION STUDIES

### 6.1 GENERAL DESCRIPTION

Researchers in **information studies** seek to understand the ways in which information — in all its cognitive, behavioral, social, institutional, and technological manifestations — is created, structured, transferred, recorded, and used. The programs offered by **UCLA's Department of Information Studies** are considered among the finest of their kind in the world. The **Ph.D. program** is rigorous and rewarding, with a strong research focus. It is designed so that students are able to:

- demonstrate a thorough understanding of the field of information studies;
- develop expertise in using the research methods required for investigation in the field;
- conduct effective, sustained research; and
- contribute to the knowledge of the field, as evidenced by the identification and solution of a significant problem.

The Ph.D. program leads to the Doctor of Philosophy in Information Studies degree, conferred by the University in recognition of high attainment and scholarship in the field. The program offers students ongoing opportunities for close interaction with an **outstanding faculty** who have international reputations in their areas of research; a **carefully designed curriculum** with the flexibility to allow students to pursue individual academic and career goals; and the **vast academic resources** of UCLA itself, capable of supporting sophisticated, interdisciplinary and innovative scholarly investigation.

Graduates of the program are well prepared to engage in creative research, as part of careers in university teaching, or in policymaking or consultation for corporate, non-profit or governmental institutions.

Doctoral study requires intellectual discipline, creativity, and dedication. UCLA offers students who undertake this demanding program an extraordinary educational experience.



## 6.2 SPECIALIZATION AREAS

The Ph.D. program offers six areas of specialization. These areas and their corresponding courses are:

- Information **as Evidence** (IS292)
- Information **Retrieval** (IS 293)
- Information **Policy** (IS 294)
- Information **Seeking** (IS 295)
- Information **Structures** (IS 296)
- Information **Institutions and Professions** (IS 297)



## 6.3 THE DOCTORAL PROGRAM COMMITTEE

The Ph.D. program in the Department of Information Studies is administered by the Department's Doctoral Program Committee (DPC). This committee is responsible for overseeing the policies and procedures related to the Ph.D. program, and makes changes as appropriate; reviews Ph.D. course offerings and makes recommendations for change; oversees the progress of each student; and oversees the Written Qualifying Examination.



## 6.4 STAGES IN THE DOCTORAL PROGRAM

### Stage 1. Toward the Written Qualifying Examination.

In this stage, the student completes coursework, independent research and other work necessary to satisfy the Ph.D. course requirements as specified below (see Section 4.6.1), and to prepare for the **Written Qualifying Examination** (WQE; see Section 4.6.2). The WQE has two components — (a) the **integrative exam**, and (b) the **publishable paper**. All students entering the program in fall 2000 or later are required to take and pass both components of the WQE before proceeding to the next stage. During Stage 1, the student is supervised by a member of faculty, and reviewed annually (in spring quarter) by the DPC.

### Stage 2. Toward the Oral Qualifying Examination.

Upon passing the WQE, the student appoints a doctoral committee, and develops a **proposal** for a dissertation. During this stage, the student is supervised primarily by his/her own doctoral committee, especially by the chair of that committee (who is considered the student's principal advisor), and secondarily by the DPC. The student continues to be reviewed annually by the DPC. The student defends his/her proposal before his/her doctoral committee in the University's **Oral Qualifying Examination** (OQE; see Section 4.7.1). The OQE should be completed within one year of passing the WQE.

### Stage 3. Toward the Final Oral Examination.

Upon passing the OQE, the student is said to be **advanced to candidacy**. The student writes the **dissertation** and defends it in a **Final Oral Examination** (FOE; see Section 4.8.2). During this stage, the student's progress is supervised by his/her dissertation committee.



## 6.5 ACADEMIC RESIDENCE, REGISTRATION AND ENROLLMENT, AND TIME-TO-DEGREE REQUIREMENTS

### 6.5.1 Academic Residence

Doctoral students are required to complete at least two years of academic residence in graduate status at the University of California, including one year in continuous residence at UCLA.

### 6.5.2 Registration and Enrollment

Like other doctoral programs at UCLA, the Ph.D. in the Department of Information Studies is a full-time graduate program. Students are required to be registered and enrolled full-time throughout each quarter that they are in residence in the program.

According to the University catalog, **Three courses (or 12 units) per term are considered the normal enrollment for graduate students and are required for a student not in doctoral candidacy to be counted for full-time status in the University's official enrollment. Therefore, a student is directed by the department to enroll full time whenever possible.**

*“Special Readers (SRs) and graduate student researchers (GSRs) are*

*required to be registered and enrolled in at least twelve-quarter units throughout their appointments. Those assistants who take a leave of absence or withdraw terminate their appointments. Course 375 for teaching assistants, and independent studies at the 500 level for graduate student researchers, may be included in reaching the eight or twelve-unit load.*

*Graduate students holding fellowships must be enrolled in at least twelve units, both before and after advancement to candidacy. The twelve units required per quarter may include, among others, courses in the 500 series (individual study or research).*

*Veterans are required to make normal progress toward the degree as stated by the major department. Information on Department of Veterans Affairs regulations is available from the Veterans Affairs coordinator, 1113 Murphy Hall.*

Although UCLA is a full-time educational institution, it recognizes the need for part-time study in special circumstances. Approval of less than full-time enrollment is at the discretion of the department. If a student has family or employment responsibilities or health problems that preclude full-time enrollment, the student should contact the departmental graduate adviser to discuss the possibility of an exception.

All Ph.D. students in IS must enroll for the minimum number of units (usually 12) no later than the second week of classes each quarter. The University provides no funding to the Department for students who enroll after the second-week deadline.

Students holding appointments as teaching assistants or special readers are referred to the Department's *TA/SR Guidelines* for a complete description of the responsibilities and requirements for TAs and SRs.

Students should consult the University catalog for a complete description of the University's registration and enrollment requirements. All students are expected to understand and abide by these requirements. The catalog is available online at <http://www.registrar.ucla.edu/Catalog/>.

### 6.5.3 Time-to-Degree

Students typically complete the Ph.D. program in three to six years, depending in part on the

extent of prior qualifications.

The guidelines for maximum time-to-degree are as follows:

From admission to the Written Qualifying Examination (completion of Stage 1)	9 quarters (3 years)
From admission to the Oral Qualifying Examination (defense of the proposal; completion of Stage 2; advancement to candidacy)	12 quarters (4 years)
From admission to the Final Oral Examination (defense of the dissertation; completion of Stage 3)	18 quarters (6 years)

The Department receives no funding for students registered after the ninth quarter past advancement to candidacy. Students who have not completed the degree by that time may lose eligibility for further financial aid from the Department. Students remaining in the program beyond this limit may also be required to retake coursework or qualifying exams. Time-to-degree is also considered in the awarding of dissertation year fellowships by the University.



## 6.6 STAGE ONE: TOWARD THE WRITTEN QUALIFYING EXAMINATION

### 6.6.1 Course Requirements

Students are required to take a minimum of 72 units before advancement to candidacy. At least 60 of these must be taken before participation in the Written Qualifying Examination (WQE). For a full list of courses offered by the Department, please see Section 1.10.6. Most of these are four-unit courses. If the student takes three four-unit courses each quarter for six quarters (two years), he/she will amass 72 units. At that rate of completion of coursework, the earliest opportunity to take the WQE will fall in spring quarter of the student's second year in the program.

Required courses include:

Core courses (20 units). Students are required to take five core courses:

- one doctoral seminar in the theory of information studies (291A);
- one doctoral seminar in research design (291B); and
- three of the doctoral seminars (292, 293, 294, 295, 296, 297) offered in each of the six specialization areas listed in Section 4.2 above.

(b) **Elective courses (12 units).** Students are required to take three elective courses. These may be chosen from the Department's M.L.I.S. courses in any area, or from the three remaining doctoral seminars in the menu of six specialization areas.

(c) **Methods courses (12 units).** Students are required to take three research methods courses in order to acquire the knowledge and skills to be able to design and implement a research study.

(d) **Research colloquia (6 units).** Doctoral students are required to participate in the Department's research colloquium by enrolling in IS 290 for the three quarters of their first year (two units per quarter). The individual student's advisor may require enrollment in subsequent quarters. Research colloquia are scheduled approximately once every two weeks. In this series, presentations on research-in-progress are given by faculty and students, local and visiting.

(e) **Research apprenticeship (12 units).** Doctoral students are required to participate in research apprenticeship activities by enrolling in IS 596 for the three quarters of their second

year (four units per quarter), and working either on an advisor's research project as an unpaid assistant, or on a funded project as a paid Graduate Student Researcher (GSR). GSRs must enroll for IS 596 to receive proper apprenticeship course credit.

Recommended courses include:

(f) **Cognate courses (12 units).** It is recommended that doctoral students take at least three graduate-level courses outside the Department as cognate courses. These courses enable students to explore a cognate area related to their research interests and to become acquainted with faculty who may serve as external dissertation committee members.

## 6.6.2 Written Qualifying Examination

After completing at least 60 units, including most or all of the required coursework, the student takes the Written Qualifying Examination. As stated above (Section 4.4), the WQE has two components — (a) the integrative exam, and (b) the publishable paper.

### 6.6.2.1 The Integrative Exam

(adopted 2/20/04)

#### (i) PURPOSE/SCOPE

The Written Qualifying Examination (WQE) is a comprehensive examination to be taken by UCLA IS doctoral students, who have completed at least 60 units of coursework, including required courses, to demonstrate mastery of research methods and of three selected specialization areas. It takes the form of an integrative examination whose purpose is to enable doctoral students to demonstrate competence of the required methods courses and seminars for the degree. Students must pass the WQE before defending their dissertation proposal in an Oral Qualifying Examination (OQE).

#### (ii) FORMAT

The integrative examination has two parts:

**Part 1 (required question) – research design question to test knowledge of epistemology (291A), research methods (291B) plus other required methods courses**

Part 2 (choice of 1 of 2 questions) – questions to test domain knowledge from 3 required seminars

The exam is a double-blind process where the readers and takers of the WQE are anonymous. It will be offered twice per year, during the 3<sup>rd</sup> week of the Fall and Spring quarters. Students are expected to take the exam in the Spring of their second year. The Fall term exam is intended for students who are retaking the exam, having failed it once, or for students in special circumstances, as requested by the student's advisor.

Doctoral students are required to participate in research apprenticeship activities by enrolling in IS 596 for the three quarters of their second year (four units per quarter), and working either on an advisor's research project as an unpaid assistant, or on a funded project as a paid Graduate Student Researcher (GSR). GSRs must enroll for IS 596 to receive (sic) proper apprenticeship course credit.



## 6.7 STAGE TWO: TOWARD THE ORAL QUALIFYING EXAMINATION

### 6.7.1 The Examination

The second formal requirement of the program is that the student prepare an extensive dissertation proposal, and defend it in an Oral Qualifying Examination (OQE). Students are encouraged to start work on their proposals while taking courses in preparation for the Written

Qualifying Examination. The proposal should be completed and accepted within one year of passing the Written Qualifying Examination.

If conducting research for the purpose of fulfilling the requirements for a doctoral degree, students should be aware that if the research will entail the use of human subjects (medical procedures, questionnaires, interviews, etc.) in addition to receiving the approval of the doctoral committee, students must also seek the approval of the appropriate Human Subject Protection Committee (HSPC) at UCLA, prior to the initiation of the research project. Additional information regarding application procedures may be obtained from HSPC-General Campus, (310) 825-7122.

Before submitting a proposal, the student must appoint a doctoral committee. The student must submit the names of the members of the committee to the Student Affairs Officer at least three weeks before the scheduled oral examination. A "Nomination of Doctoral Committee" form is in PDF format at <http://www.gdnet.ucla.edu/gasaa/library/nominintro.htm>.

The proposal must contain (a) an introduction to the problem to be studied and its general context, (b) a review of the relevant literature, (c) a description of the methodology to be used, and (d) a time schedule of the work to be done for completion.

The proposal must be reviewed and formally accepted at an Oral Qualifying Examination by the doctoral committee. The chair of the doctoral committee acts as the student's advisor, and chairs the Oral Qualifying Examination. This examination is open only to the doctoral committee and the student. All members of the committee must be present. The Oral Qualifying Examination form must be obtained from the Student Affairs Officer (SAO) before the examination, and returned to the SAO upon completion of the examination.

During the Oral Qualifying Examination the committee is expected to require the candidate to evaluate the significance of the chosen topic of research, to justify the methodology to be used, to demonstrate the feasibility of completing the research, and to provide criteria for evaluating whether the research has been completed. Furthermore, the committee is expected to test the candidate's knowledge in the specific field chosen for the dissertation research by detailed questions concerning the literature and problem areas within the field.

Each member reports the examination as "passed" or "not passed." A student may not be advanced to candidacy if more than one member votes "not passed." Upon majority vote, the Oral Qualifying Examination may be repeated once.

### **6.7.2 Advancement to Candidacy**

After the Oral Qualifying Examination, the Student Affairs Officer sends the "Report on the Qualifying Examinations for the Ph.D. Degree" to the Graduate Division, which in turn records the results and conveys them to the Registrar. The student will be billed on their BAR account and will formally advance. At this point the student submits an approved copy of the dissertation proposal and any required forms to the Student Affairs Officer.

 [top](#)

## **6.8 STAGE THREE: TOWARD THE FINAL ORAL EXAMINATION**

### **6.8.1 Dissertation Research**

The third formal requirement of the program is that the student research, write and defend a dissertation. The candidate should work closely with his/her faculty advisor (the chair of the dissertation committee) in doing the dissertation research and writing, and should consult, as necessary, with members of the dissertation committee and other faculty members.

The dissertation must be reviewed and formally accepted by the candidate's dissertation committee in order for the student to earn the Ph.D.

### **6.8.2 Final Oral Examination (Oral Defense)**



A Final Oral Examination is required of all IS candidates, at which the dissertation committee and other faculty and students require the candidate to defend the dissertation and may test the candidate's knowledge of the field. All committee members must be present.

The Final Oral Examination is scheduled by the student with the dissertation committee, allowing sufficient lead time since faculty schedules may be difficult to coordinate. The student is responsible for scheduling a room for the oral defense with the secretary to the faculty. The student must bring the "Result of the Final Oral Examination" form to the exam (obtained from the Student Affairs Officer).

The dissertation reading copies need not meet the stylistic standards established by Graduate Division for a "perfect copy." (Margins may be incorrect, photocopies are acceptable, etc.) They must, however, be completed in all substantive ways, including chapters, etc. A "perfect copy" must, of course, be prepared and submitted to Graduate Division after the Final Oral Examination.

The Final Oral Examination is open to all interested faculty members and students, who are encouraged to attend. The chair of the dissertation committee, in consultation with the doctoral candidate and other members of the committee, will establish the protocol for the defense and announce this protocol at the beginning of the defense. Protocols include — but are not limited to — such procedures as whether or not observers will be allowed to ask questions and, if questions are permitted, when they may be asked, etc. The observers may participate in the examination, as directed by the chair of the dissertation committee, but do not have a vote.

The dissertation committee must decide whether the dissertation (with modifications as needed) is accepted or is not accepted. It selects from its membership, by unanimous agreement, the certifying members who will read, approve, and certify the dissertation. A minimum of three members must be certifying members, two of whom must be from IS and one must be from an "outside" department. The chair of the committee must serve as a certifying member. If a committee has co-chairs, both must serve as certifying members. At least two "inside" and one "outside" certifying members must hold professorial appointments at the University of California.

The certifying members (whether the entire committee or a sub-committee selected by the entire committee) read, approve, and certify the dissertation. There may be one negative vote if all members of the Committee are certifying; none if fewer than the entire membership are certifying. A negative decision is indicated by refusal to sign the dissertation approval page and by a letter from the chair of the dissertation committee to the Dean of the Graduate Division.

### **6.8.3 Dissertation and Abstract**

Instructions on the preparation and submission of dissertations and abstracts are available in the Graduate Division publication, *Regulations for Thesis and Dissertation Preparation*, available from the Thesis and Dissertation Adviser, PLB 390, or from the Student and Academic Affairs Section of the Graduate Division or from the Graduate Division web site at <http://www.gdnet.ucla.edu/gasaa/library/thesisintro.htm>. Students are responsible for following these instructions and for filing their dissertations by the date specified. The student must notify the Student Affairs Officer upon filing.



## **6.9 ANNUAL FORMAL EVALUATIONS**

Until the student is advanced to candidacy (and after, if the Doctoral Program Committee determines that progress toward completion needs to be assessed), the student's progress is evaluated once a year by the advisor and the Doctoral Program Committee. The student is required to submit a progress report to their faculty advisor and the Student Affairs Officer by the date set by the DPC. The progress report must include three items: a 1-2 page narrative using the guidelines for stages in the doctoral program and time to degree sections of the handbook (see sections 4.3-4.7), a CV, and a list of courses taken with

quarter/instructor. The narrative should include (1) progress to degree, (2) the current year's activities and progress, and (3) goals for the coming academic year. The faculty advisor will also submit a 1-page report after having read their student's report to the Student Affairs Officer by the date set by the DPC. The advisor's report should include an assessment of the advisee's progress to degree and goals for the following academic year. The result of the DPC's evaluation will be communicated to the student.

 [top](#)

## **6.10 DISQUALIFICATION AND APPEAL OF DISQUALIFICATION**

### **6.10.1 Procedures within IS Regarding PhD Students**

A student is subject to a recommendation for disqualification for the following reasons:

1. Failure to maintain substantial progress toward completion of the degree. Students normally complete the degree in three to five years; the defined maximum time is 18 quarters (see Section 4.5.3). Any student not completing in 18 quarters is subject to a recommendation for disqualification.
2. Failure to achieve a 3.0 GPA for two consecutive quarters, or if the cumulative GPA falls below a 3.0 average.
3. Failure on the written or oral qualifying examinations after two successive tests.

The decision as to whether to recommend to the Graduate Division that a student be disqualified will be made by the Executive Committee of the faculty, based on the advice of the student's faculty advisor and the chair of the DPC. The chair of the Department will notify the student, in writing, of the decision, together with the reasons for it. The student may appeal by submitting, within 30 days of notification, a petition to the faculty that identifies reasons for reconsidering the decision. If so, a review committee will be set up consisting of the faculty advisor, the chair of the Department or his/her designated replacement, and a third faculty person nominated by the student. Based on the advice of that review committee, the Executive Committee of the faculty will then reconsider its decision within 45 days of receipt of the student's petition. The Chair will then notify, in writing, the student and the Graduate Division of the final decision of the School, and, if disqualification is recommended, the effective date of it.

 [top](#)

## **APPENDIX A. POLICY AND PROCEDURE NO. 127: GRADING**

The Department follows Graduate Division policy. Each student can access a copy of the [Standards and Procedures for Graduate Study at UCLA](#) at Convocation. It may also be accessed online at <http://www.gdnet.ucla.edu>

### BASIC POLICY

By regulations of the Academic Senate of the University, grading is the responsibility of the faculty member responsible for a course. Except as will be discussed in a moment, no one else may assign a grade for a course or modify the grade that has been assigned by the responsible faculty member. Beyond that, even the faculty member may not modify a grade, once it has been assigned, except for either a clerical error or a procedural error. A clerical error might be simply a misrecording on the grade sheet; it might be an accidental miscalculation. A procedural error might be an inadvertent failure on the part of the faculty member to consider some specific work by the student.

The major exception to that fundamental principle is the process of formal review by the Academic Senate Committee on Privilege and Tenure, as a result of an appeal by a student, to assure that the faculty member in assigning a grade applied appropriate academic criteria.

There may be operational situations, such as the death of the faculty member that would

necessitate substitution with evaluation by an appropriate alternative responsible person- another faculty member in the same field, as a last resort, the Chair.



## APPENDIX B. GRADUATE METHODS COURSES OFFERED BY OTHER

**UCLA DEPARTMENTS (Revised 10/03)** – Possible courses for doctoral methods requirement.

### ANTHROPOLOGY

- 282. Research Design in Cultural Anthropology
- 283. Formal Methods of Data Analysis in Anthropology
- M284. Qualitative Research Methodology
- 286P. Selected Topics in Computer Simulation and Modeling

### ECONOMICS

- 200. Mathematical Methods in Economics
- 201B. Basic Concepts and Techniques of Noncooperative Game Theory and Information Economics
- 203A. Probability and Statistics for Econometrics
- 203B. Introduction to Econometrics: Single Equation Models
- 203C. Introduction to Econometrics: Systems Models
- 205. Economic Modeling
- 231A. Econometrics: Single Equation Models
- 231B. System Models
- 232B. Topics in Econometrics: Time Series

### EDUCATION

- 206C. Introduction to Conceptual Analysis
- 219. Laboratory: Advanced Topics in Research Methodology
- 221. Computer Analyses of Empirical Data in Education
- 222A. Introduction to Qualitative Methods and Design Issues in Education Research
- 222B. Participant-Observation Field Methods
- 222C. Qualitative Data Reduction and Analysis
- 228. Observational Methods and Longitudinal Studies
- 230A. Introduction to Research Design and Statistics
- 230B-230C. Linear Statistical Models in Social Science Research
- 230X. Applied Research Design and Statistics for Social Sciences
- 231A. Multivariate Analysis
- 231B. Factor Analysis
- 231C. Analysis of Categorical and Other Nonnormal Data
- 231D. Advanced Quantitative Models in Nonexperimental Research: Multilevel Analysis
- M 231E. Statistical Analysis with Latent Variables
- 242. Quantitative Foundations for Educational Policy and Planning
- 246A. Decision Analysis and Advanced Computer Methods for Educational Policy and Planning

### HISTORY

- 200O. Advanced Historiography: Science/Technology
- 200Q. Advanced Historiography: Theory of History
- 200U. Advanced Historiography: Psychohistory
- 200X. Advanced Historiography: Oral History
- 200Y. Advanced Historiography: Application of Economics to History
- 218A. Paleography I: History of the Manuscript Book (through Carolingian)
- 218B. Paleography II: History of the Manuscript Book (Carolingian through printing)

### MANAGEMENT

201A. Business Forecasting  
201B. Econometrics and Business Forecasting  
203A. Economics of Decision  
203B. Economics of Information  
210B. Applied Stochastic Processes  
213A. Intermediate Probability and Statistics  
213B. Statistical Methods in Management  
213C. Introduction to Multivariate Analysis  
214B. Behavioral Science Models  
215D. Time-Series Analysis  
216A. Simulation of Modeling and Analysis  
217A. Decision Analysis  
217B. Game Theory  
402. Data Analysis, Statistics, and Decision Making  
407. Managerial Model Building

#### MATHEMATICS

275A-B. Probability Theory  
275C. Stochastic Processes  
275D. Stochastic Calculus  
276C. Statistical Decision Theory

#### POLITICAL SCIENCE

200A. Statistical Methods I (200AL. Lab, corequisite)  
200B. Statistical Methods II  
200C. Statistical Methods III  
M200E. Advanced Regression Analysis  
M208D. Multivariate Analysis with Latent Variables

#### PSYCHOLOGY

223. Seminar: Social Survey Research  
250A-B. Advanced Psychological Statistics  
252A. Multivariate Analysis  
252B. Discrete Multivariate Analysis  
253. Factor Analysis  
254A. Psychological Scaling  
254B. Cluster Analysis  
M256. Advanced Regression Analysis (same as Poli Sci M200E)  
M257. Multivariate Analysis with Latent Variables (same as Poli Sci M208D)  
259. Quantitative Methods in Cognitive Psychology

#### SOCIOLOGY

203A. Social Survey Practicum  
203B. Social Survey Research Seminar  
209C. Mathematics for Social Statistics  
210A-B. Intermediate Statistical Methods I-II  
211A-B. Comparative and Historical Methods  
M 213A. Introduction to Demographic Methods.  
M213B. Applied Event History Analysis  
215A-B. Experimental Sociology  
216A-B. Survey Research Design  
217A. Analyzing Ethnographies  
218A-B. Ethnomethodological Methods  
219A-B. Advanced Statistical Methods  
222. Foundations of Ethnomethodological, Phenomenological and Analytic Sociologies  
223. Phenomenological and Interactionist Perspectives on Selected Topics

239A-B. Quantitative Research on Social Stratification and Social Mobility  
M242. Analysis of Data with Qualitative and Limited Dependent Variables (same as Stats M211)  
C244A-B. Conversational Structures I-II

#### URBAN PLANNING

206A. Introduction to Geographic Information Systems  
206B. Advanced Geographic Information Systems  
M215. Spatial Statistics (same as Geog M272)  
218. Graphics and Urban Information  
220A. Quantitative Analysis in Urban Planning I  
220B. Quantitative Analysis in Urban Planning II  
221. Evaluation Methods  
278. Qualitative Research Methods for Planners and Designers

 [top](#)





























